DOCUMENT RESUME

ED 065 425 SO 004 008

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TITLE	Rose Tree Media Social Studies Curriculum Evaluation. Final Report.
INSTITUTION	Rose Tree Media School District, Media, Pa.
PUB DATE	Jul 71
NOTE	132p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Cognitive Tests; Course Evaluation; Course Objectives; *Curriculum Development; *Curriculum Evaluation; Data Analysis; *Evaluation; Evaluation Methods; *Evaluation Techniques; *Social Studies; Social Studies Units; Student Testing; Test Construction; Test Interpretation

ABSTRACT

The report describes the organization and implementation of an evaluation of the Rose Tree Media Social Studies Curriculum. A questionnaire designed to gather teachers' assessment required response to twelve sets of statements reflecting sound curriculum procedures. Teams of teachers constructed tests summarizing the curriculum of each year covered by team members. (Appendix 1.) Objectives of each year's work were interpreted from the curriculum guide and stated in behavioral terms. From these objectives, five examinations were constructed, for grades 2, 4, 6, 9, 12. (Appendix 2.) A standardized American History test was administered to all 11th grade students. Student opinions were gathered in informal sessions; an 11th grade student designed a research study to gather additional data. Six informal meetings were held with interested citizens. Conclusions indicated a need for clearly stated objectives (knowledge, skills, attitudes to be imparted to students). Structure of curriculum, teacher training in social science concepts, development of coordinated courses in American history, elective courses, and addition of Western Civilization courses are the six primary recommendations. (JMB)

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Rose Tree Media

Social Studies Curriculum Evaluation

Final Report

July, 1971

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SP 004008

The Rose Tree Media Social Studies Curriculum had at the conclusion of the 1970-71 school year been completely operational for a period of three full years. The program has received a great deal of attention during those years both from community members and from curriculum leaders in other school systems.

The newly appointed Social Studies Department Chairman (as of July 1, 1970) considered the evaluation of the program to be the single most important project to be undertaken by the department during the 1970-71 school year. This report is designed to describe the way in which the evaluation was organized and carried out and to promulgate the analysis and interpretation of the data gathered. It also includes several recommendations which the district leadership might want to consider as thought is given to the future directions of the social studies curriculum.

A great many people have aided this project in a number of ways. The Research and Development Committee was responsible for awarding a grant to cover a significant portion of the funding of the project; I trust that they will judge the money to have been well spent. Mr. Hofmann and Mr. Udovich gave willingly of their talents in offering criticisms and support when these were most needed. Principals were extremely cooperative in rendering whatever aid was requested of them. They provided time to work with their teachers in completing questionnaires and, in addition, provided time from the instructional program for the administration of tests to our students at several grade levels. Mr. Dunlap also provided

working space for a group of twelve teachers involved in constructing a battery of social studies tests. A great many teachers were involved in one way or another in the evaluation program, and they are to be especially commended for so willingly giving of their time and talent. My assistant, Mrs. Sandy Loose, must be recognized for having aided the project in many ways; having been involved in the curriculum since its inception, the perspective she offered was of great service. The lay members of the Social Studies Curriculum Committee (Mrs. Overhiser, Mrs. Laughlin, Mrs. Winfrey, and Mrs. Gebhardt) met with the chairman and groups of parents on several occasions; their criticism and support were timely and valuable. Finally, a Penncrest High School junior, Miss Katy Burn, made a valuable contribution to this project by designing and conducting a survey at Penncrest relative to the students' perceptions of the social studies program.

In sum, the report that follows is the result of the work and cooperation of many individuals; their assistance is sincerely appreciated. The conclusions drawn from the study and the recommendations offered are, however, the work of the department chairman who must assume responsibility for them and, in the last analysis, for the entire project as well.

One caution is in order. Please read the entire report before drawing your conclusions about the project and what it says about the RTM social studies curriculum.

CHAPTER I

EVALUATION PROCEDURES

Given the nature of the process and product, the evaluation of educational programs has always been a fairly imprecise and difficult process. In an effort to thoroughly gather data about the social studies curriculum in Rose Tree Media, it was felt desirable to tap as many different sources as possible. By including the perspectives of as many people involved in the program in various ways, we hoped that our analysis might be made all that more precise. No claim would be made, of course, for our procedures being the most sophisticated, or for being the last word in curriculum evaluation. Many limitations are inherent in the design of the project; these are recognized and accepted (the limitations of the study will be discussed more fully in the "conclusion" section of this paper), as it was considered absolutely necessary to proceed with an evaluation without delay.

The critical attribute of any educational program is judged by many to be the teacher. The breadth and depth of his preparation, his skill, and his attitude are seen as particularly significant to the likely success or failure of any program. The assumption made for this study is that the teachers of social studies in Rose Tree Media have a vital perspective of the social studies curriculum which must be included in any evaluation of that program.

A questionnaire (See Appendix I) was designed to gather data concerning the teachers assessment of the social studies curriculum. Teachers were asked to respond to twelve sets of

statements; each set of statements reflects what are considered to be, by many, fairly sound curriculum development procedures. All questionnaires were completed by appropriate teachers in each building by mid-February, 1971.

A grant from the district's Research and Development Fund provided the necessary impetus to proceed with the second aspect of the curriculum evaluation. This phase involved an attempt to determine to what degree our students are achieving the objectives of the social studies program as these are outlined in the curriculum guide. A group of twelve teachers, one from each grade level, met with the department chairman for three full days; substitutes were paid for out of the R&D grant. Teams of teachers were organized such that the first and second grade representatives constituted one team, third and fourth year representatives another, and a fifth and sixth year teacher another. Two secondary teams were organized; one composed of three teachers, one each from grades 7, 8, and 9, and one composed of a representative from each of grades 10, 11, and 12. Each team was assigned the task of constructing a test which reflected the curriculum for each year covered by the team members. The objectives for each year's work were interpreted from the curriculum guide and stated in behavioral terms. From these objectives five examinations were then constructed, one for each of five grade levels: 2,4,6,9, 12. The examinations were cumulative in that each represented more than one year's work (in the case of the tests for years 2, 4, and 6, each test represented two years work, while in the tests for grades 9 and 12, three years work are represented in each). In May, 1971,

the tests were administered to all students in the district at grade levels 2, 4, 6, 9, and 12. A copy of each test is included in Appendix II.

A great deal of discussion has taken place in the district during the past several years revolving around the issue of whether or not we teach American History. In order to resolve this question in a somewhat systematic way, it was decided to administer a standardized American History test to a sample of our students; all eleventh grade students in the district were given the examination in May, 1971. The examination materials were purchased with funds provided for that purpose in the research and development grant previously mentioned.

There has been a good deal of discussion recently concerning student participation in decision-making in areas in which they are directly affected. This is, in the department chairman's view, a justifiable position and every effort was made to affect that notion in the evaluation project. The department chairman met informally with several groups of students throughout the school year in an effort to determine their impressions of the social studies curriculum. A more precise and systematic effort, however, was conducted by an eleventh grade student, Miss Katy Burn. Miss Burn, as part of an independent project, designed a research study which involved gathering data concerning the social studies program through the use of a questionnaire designed by her.

Finally, six meetings were held with various groups of interested citizens to solicit their reactions to the social studies program. The meetings were informal and took place usually in the evening in private homes of parents willing to host such a meeting.. Minutes were not kept, hence the contributions are not quantified in this report - they are nonetheless significant, however, and appear throughout the report. Specific recommendations from the lay members of the Social Studies Committee (Mrs. Overhiser, Mrs. Gebhardt, Mrs. Winfrey, and Mrs. Laughlin) were submitted in writing at the final parents meeting, and these recommendations are to a degree a reflection of the discussions which took place at the informal meetings with parents.

The evaluation project, then, has involved the gathering of a good deal of information about the curriculum from the various groups affected by it. Students, teachers, administrators, and parents were all involved in some way. The next chapter will be devoted to an analysis of the data gathered from all the sources described above.

CHAPTER II

ANALYSIS OF DATA

Teacher Questionnaire

The questionnaire found in Appendix I was administered to all teachers of social studies in the district in an effort to determine their attitudes toward the social studies curriculum. Each teacher was asked to rate a series of statements by circling a number from one to five on the answer sheet provided. Indicated below are the meanings attached to each of the five numerals:

1. I strongly disagree with this statement.
2. I disagree with this statement
3. I have no strong feelings of agreement or disagreement with this statement.
4. I agree with this statement.
5. I strongly agree with this statement.

The ratings given by all teachers to each statement were tabulated and an average figure determined. An average figure greater than three would indicate a positive attitude toward the program; an increasingly more positive attitude would be indicated, in this scheme, as an average increased in value closer to five. Similarly, a negative attitude would be reflected in an average less than three; once again, an increasingly negative attitude would be indicated as an average decreased in value toward zero. An average of three would indicate a neutral feeling toward the aspect of the curriculum reflected in any particular statement.

Table 1 on page 8 indicates the results of the survey. Data are broken down into elementary, and composite categories.

TABLE 1

Teacher Questionnaire Results: Average Ratings

		Elementary	Secondary	Composite All Grades
I	A	3.5	3.9	3.7
	B	3.3	3.7	3.5
II	A	3.5	3.1	3.3
	B	3.5	3.0	3.3
III	A	3.0	3.0	3.0
IV	A	3.3	3.3	3.3
	B	2.6	2.4	2.5
	C	3.0	3.4	3.2
	D	3.3	2.9	3.1
V	A	3.3	3.4	3.4
	B	2.9	3.4	3.2
VI	A	3.3	3.5	3.4
VII	A	3.2	3.0	3.1
VIII	A	2.8	2.7	2.8
	B	2.7	3.1	2.9
	C	3.3	2.9	3.1
	D	3.1	3.4	3.3
IX	A	3.0	3.7	3.4
	B	2.7	2.4	2.6
	C	2.8	3.5	3.2
	D	3.0	3.5	3.3
	E	3.4	3.1	3.3
X	A	2.2	2.3	2.3
	B	2.1	2.3	2.2
XI	A	3.1	3.1	3.1
	B	2.7	2.3	2.5
	C	2.6	2.9	2.8
	D	2.6	3.3	2.9
XII	A	2.6	2.8	2.7
	B	3.2	3.3	3.3
				91.7

Overall mean (91.7 ÷ 30) = 3.06

Teacher Questionnaire Results

The responses to selected items on the questionnaire will be discussed below:

I. Rationale. The responses tabulated would seem to indicate that many of our teachers are reasonably satisfied that the curriculum rationale is a sound one. However, fewer think the rationale is clearly presented.

II. Relatedness of units at grade level. The average rating for this item is 3.3, which suggests that the teachers are slightly more positive about this than they are neutral.

III. Articulation. The data reported in Table 1 suggest that social studies teachers in the district are not at all clear on what is taught at the various grade levels. It should be noted that both elementary and secondary teachers are of one accord on this item.

IV. Objectives. Our teachers agree, however slightly, that the objectives for the themes are clearly indicated. They disagree more strongly, however, that the objectives are behaviorally stated with appropriate acceptance criteria indicated. There is a slightly positive feeling on the other hand, that we do concern ourselves with inquiry skill development as well as knowledge acquisition. Finally, our teachers feel that slight attention is given to objectives which are affective in nature; as noted in Table 1, there is a substantial difference [illegible] of elementary and secondary teachers

on this point.

VI. Overview. This item received a rating of 3.4, which would suggest a general feeling of slight agreement that the overview is clearly written and reflects the objectives in such a way that the planning of individual lessons if facilitated.

VII. Content Outline. An extremely slight positive feeling seems to exist relative to the way the content outline is organized. Many of our teachers are not apparently convinced that the suggested content outline is illustrative of how substantive material can be used to develop social science concepts.

VIII. Activities. The data reported in Table 1 suggest that the majority of our social studies teachers do not feel that they are provided with clear guidelines and examples which they apparently feel are necessary to accomplish the kind of teaching and learning suggested by the curriculum guide (ratings of 2.8 and 2.9 were given to two statements concerned with this aspect of teaching activities).

The teachers sampled slightly agree that suggestions are included relative to what and how materials might be used to develop the various social science concepts. However, there is substantial disagreement on this point between elementary and secondary teachers.

IX. Materials. Most of our teachers apparently feel that the teaching materials available are reasonably suited

to the development of social science concepts and generalizations among students - the average rating for this item is 3.4 (the difference between elementary and secondary teachers on the rating of this item should be noted). Most teachers are in agreement, however, that such materials are not available in sufficient quantities, as indicated by the average rating of 2.6 for this statement. Given the ratings for the other items in this category, it would seem that the teachers are reasonably satisfied with the materials distribution procedures, lists of materials available, and the annotation of bibliographies (once again, the differences between elementary and secondary teachers should be noted).

X. Evaluation. Among all items on the questionnaire, this category received the lowest rating. The data collected for the two items in this category suggest that the majority of teachers do not feel that evaluation procedures are clearly explained nor appropriate examples given. Further, the teachers feel that there are few evaluation instruments included in the program which measure the acquisition of concepts and generalizations.

XI. Miscellaneous. The data reported in this category suggest that many teachers feel there is more repetition of content among the themes at grade level than is perhaps desirable (rating: 3.1). In addition, teachers are not of the opinion that adequate provision is made in the

curriculum for the development of social science concepts and generalizations among students of various ability levels (rating: 2.5). The data also suggest that most teachers do not feel the program is clear and easily followed (rating: 2.8). Finally, the data also suggest that the entire program is not fully implemented in all social studies classes (average rating: 2.9; note, however, the difference between elementary and secondary teachers on this item).

XII. Student Progress. The data reported for this category suggest that most teachers agree that it is difficult to construct a test from the objectives in the guide (average rating: 2.7). To some degree, however, most teachers seem to agree that, given the objectives of the program, our students are achieving at a satisfactory level (average rating: 3.3).

In Table 1, the column of figures labeled "Composite All Grades," which represents the mean (average) rating when all teacher responses are considered, is totaled (91.7) and an overall mean computed (3.06). This figure might be interpreted as an index representing the teachers' attitude toward the program. The same scale of values (1-5) found on page 7 can be used to interpret the meaning of the index. This figure, to the extent that it accurately represents the teachers' attitude, indicates that the overall attitude of teachers toward the curriculum is not particularly positive. It would seem that they are very slightly more positive than neutral. There

are several recently reported studies (in reading and social studies) which suggest that the critical difference in any educational program is the teacher (i.e.,the success or failure of any program depends on the teacher's attitude, skills, and knowledge). If this is the case, then the data reported above raise very serious questions about the possibility of success of the RTM social studies curriculum. The teacher's attitude will be reflected in his or her classroom performance, and it would seem that if the attitude toward our curriculum is not a positive one, the social studies program will not be enthusiastically taúght.

During the course of the 1970-71 school year the department chairman spoke informally with teachers about the social studies curriculum. Many elementary teachers seemed to feel that there was just too much material to cover during the course of a year, and many of the elementary teachers indicated that they fell ill-prepared to deal with content which often seemed alien to them. Many have had few social science courses and, consequently, are hard pressed to deal with such concepts as "power" as the political scientist thinks of the idea or "culture" as the anthropologist uses the concept. In addition, teachers often pointed out that materials were lacking in both quantity and quality. The secondary teachers often noted a lack of materials, while elementary teachers often pointed out that many of the books available were at a reading level much too difficult to be comprehended by many students at a particular grade level. The department chairman found that often the books in the elementary kits were simply not being used - it is not

particularly unusual to find books in the kits that still make a cracking noise when opened. The materials that are on hand are often, in the judgment of the department chairman, not of a nature to promote inquiry on the part of students. Consequently, it should not be surprising to find teachers using these materials which we have in the same fashion that they used their previous texts.

It should be noted, however, that published materials incorporating the "new social studies" are just now appearing on the market. Some of the published materials include a sequential development of social science skills and concepts with appropriate content samples designed in such a way that student inquiry is promoted. Programs published by such firms as Harcourt, Brace, Javonovich; Addison-Wesley; Allyn-Bacon; Macmillan; and Field Enterprises (to name just a few) should be examined carefully to determine whether or not they would promote the kind of learning the district leadership considers necessary for our students.

RTM Social Studies Tests

The construction of tests to be used to measure the degree to which our students are achieving the objectives of the program was discussed in Chapter 1. As previously indicated, the teams of teachers interpreted the objectives from the curriculum guide and formulated these in behavioral terms from which test items were then constructed. There were five tests devised, one for each of the following grade levels: 2, 4, 6, 9, 12. The tests were cumulative in that they consisted of knowledge

and skills to be developed over at least a two year period. The tests for grades 2, 4, and 6 were composed of material to be taught in grades 1, 3, and 5, respectively, as well as that to be taught in 2, 4, and 6. Similarily, the test for grade nine was constructed using items reflecting the social studies objectives for grades seven and eight as well as nine. The grade twelve test was composed of test items constructed from the objectives for grades ten, eleven, and twelve.

The tests were administered to all students in the district in grades 2, 4, 6, 9, and 12 during the last week of May, 1971. The raw scores (number of items answered correctly) were computed for each test; the distributions of scores at all grade levels are represented in Figures 1-5.

A random sample of completed answer sheets was selected from the tests administered at each grade level by selecting out of the total grade level sample every third or fourth answer sheet, depending on the total number of students taking the test. The first digit, reading from left to right, in the number representing the total grade level sample was used as the random number (i.e., grade 2, N=389, hence every third paper was used in the random sample; grade 4, N=441, and every fourth paper was used to make up the sample). From the random sample thus selected, an item analysis was done for each of the five tests (see Appendix II).

Figure 1 shows the distribution of raw scores for the second grade test. The distribution, it should be noted, is skewed to the left thus indicating a heavier concentration of scores in the higher ranges than the lower. A perfect score

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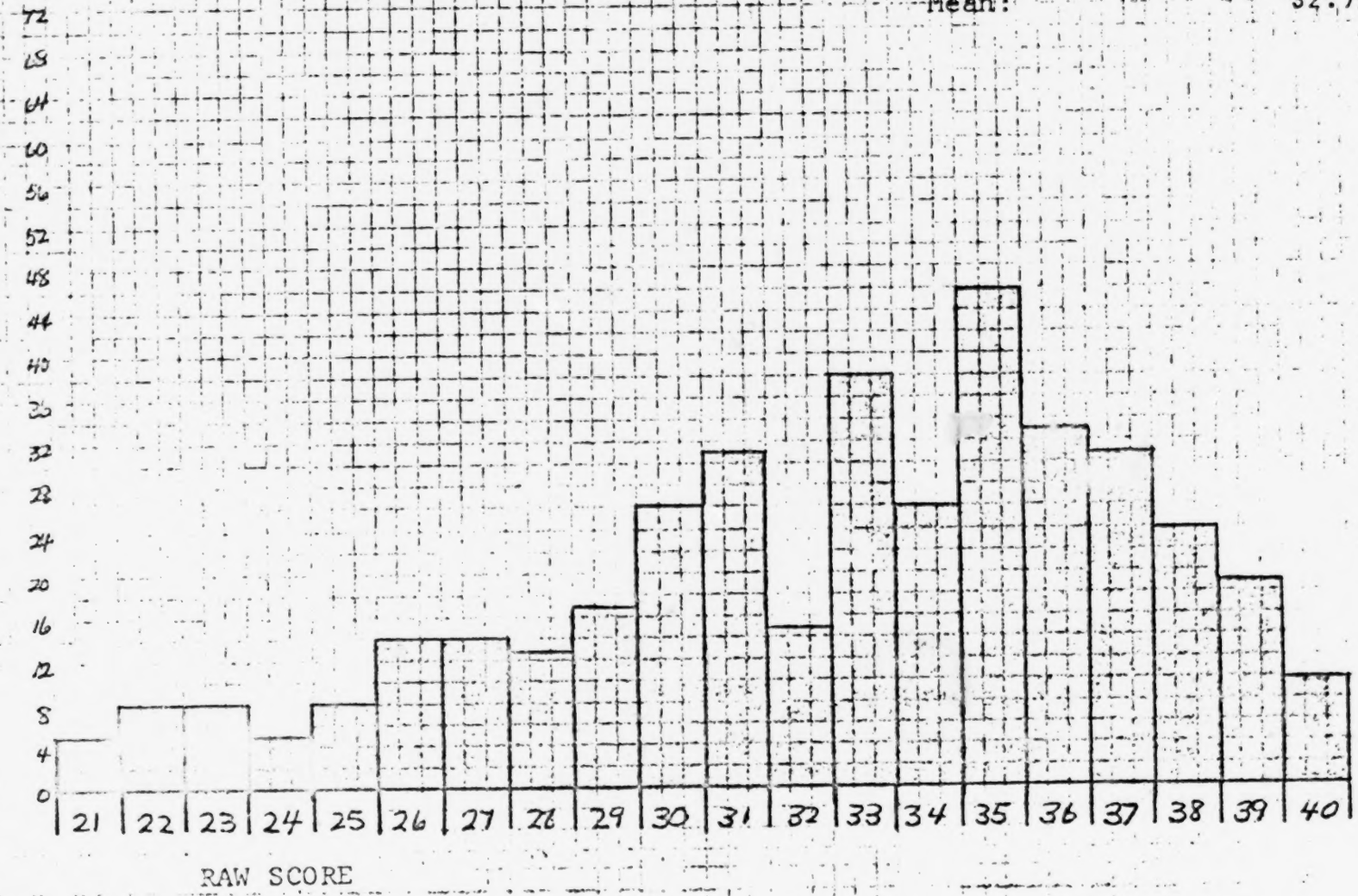
Figure 1

R.T.M. Social Studies Test - Year 2

Possible Score:	40
Range:	21-40
Number of Students:	389
Mean:	32.7



for this test is a raw score of 40; ten students received a perfect score. The mean score for all students taking the test is 32.7. The mean score represents a total of 81.8% of the items on the test being answered correctly. The scores range from a low of 21 to a high of 40.

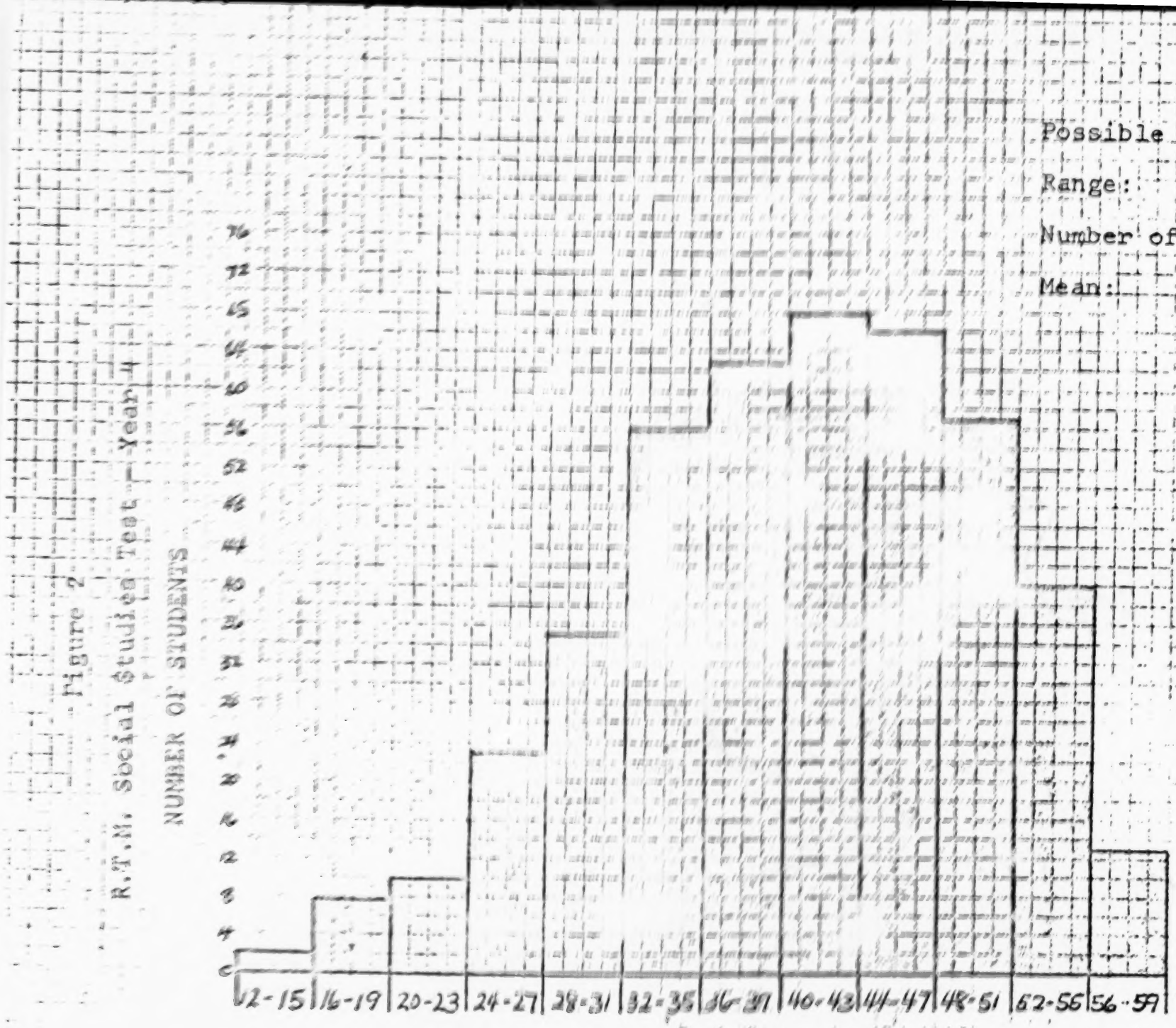
It would not be at all unreasonable for one to expect the scores to be normally distributed within the range of scores (21-40); that is, one might expect, according to statistical theory, an approximately equal number of high and low scores within the range indicated. A heavier concentration of scores in the upper ranges indicates that our second year students performed very well on this test, however, it must be recognized that this heavier concentration of scores in the higher ranges raises a question about the level of difficulty of the test.

Figure 2 shows the distribution of scores for the fourth year test. The highest possible score on this test is 59, and three students achieved this score. The range of scores is 12 through 59, the mean score falling at 40. The mean score represents 68% of the test items being answered correctly. As in the case of the second year test, the distribution of scores is skewed to the left thus indicating a relatively heavier concentration of scores in the upper range than the lower.

The distribution of scores for the sixth year test is shown in Figure 3. There are a total of 64 points on this test, however, none of our students achieved a perfect score. A very wide range of scores exists for this test (10-61), which may be partially explained in the item analysis in Appendix III.

Figure 2

R.T.M. Social Studies Test, Year 4



Possible Score: 59

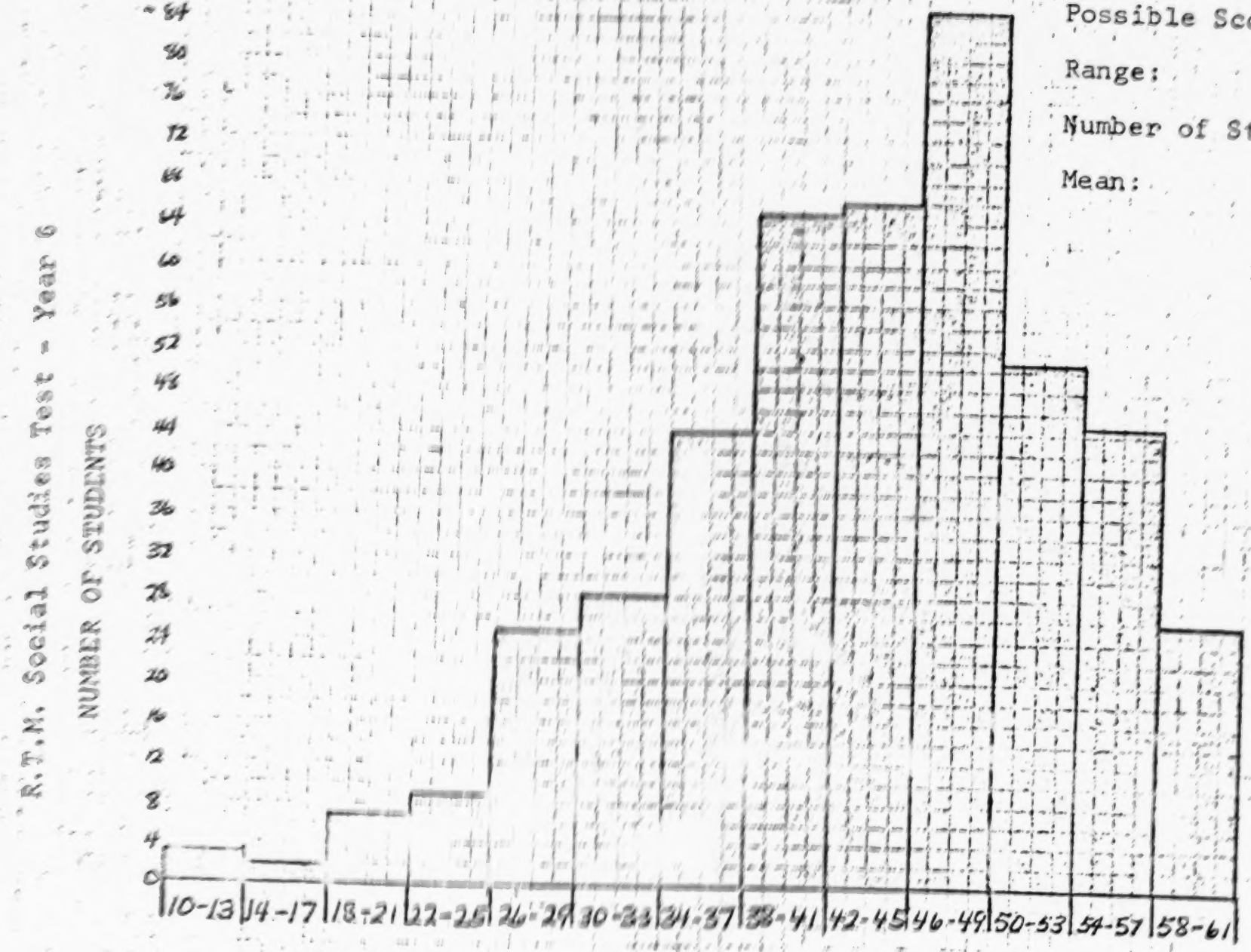
Range: 12-59

Number of Students: 441

Mean: 40

Figure 3

R.T.N. Social Studies Test - Year 6



The mean score for the test is 43, which represents 67% of the test items having been answered correctly. It should be noted once again that the distribution of scores is skewed to the left.

The ninth grade distribution of scores is shown in Figure 4. The highest possible score is 100, which no one achieved; the range of scores is 22 through 91, and the mean score 61.7. The mean in this case represents 61.7% of the items having been answered correctly. Once again, the distribution is skewed to the left.

Figure 5 indicates the distribution of scores for the twelfth grade test. The highest score possible is 51, which no student achieved. The range of scores is between 9 and 47, and the mean is 31.8, which represents 62.4% of the test items having been answered correctly. This distribution is again skewed to the left.

On the basis of the data we have, it is most difficult to make value judgments concerning the results of the tests. Without pre-established norms to use as a guide, it is difficult for example, to determine the degree of "goodness" or "badness" represented in a certain percentage of correct answers. However, perhaps, those percentages take on additional meaning when the mean scores for several standardized tests are considered. National norms were established by Educational Testing Service for the standardized U.S. History test administered to our eleventh grade students as part of this study. This test is composed of 70 questions, and the mean raw score, nationally is 38. This mean score of 38 represents a total

Possible Score: 100

Range: 22-91

Number of Students: 495

Mean: 61.7

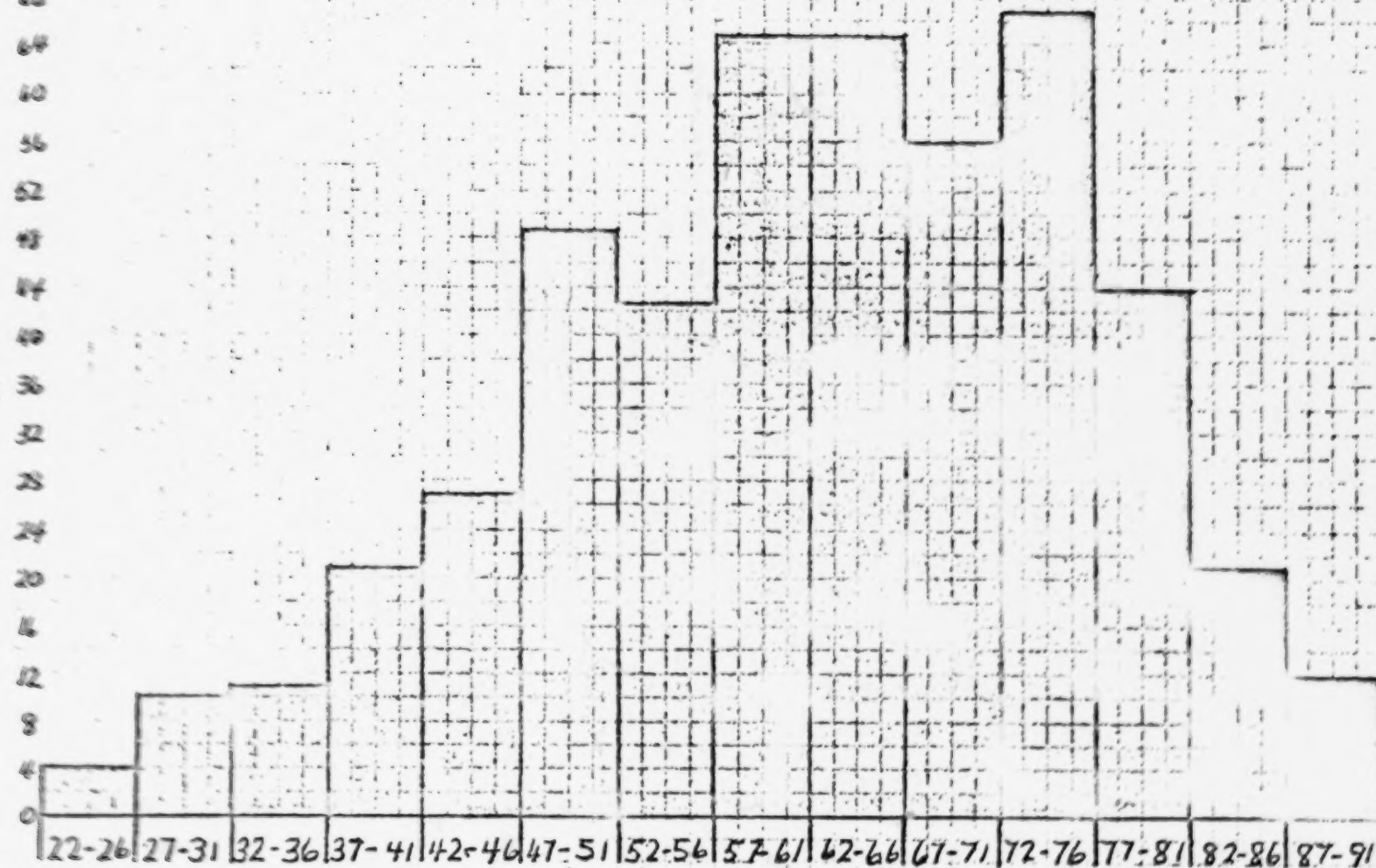


Figure 4

R.T.M. Social Studies Test - Year 9

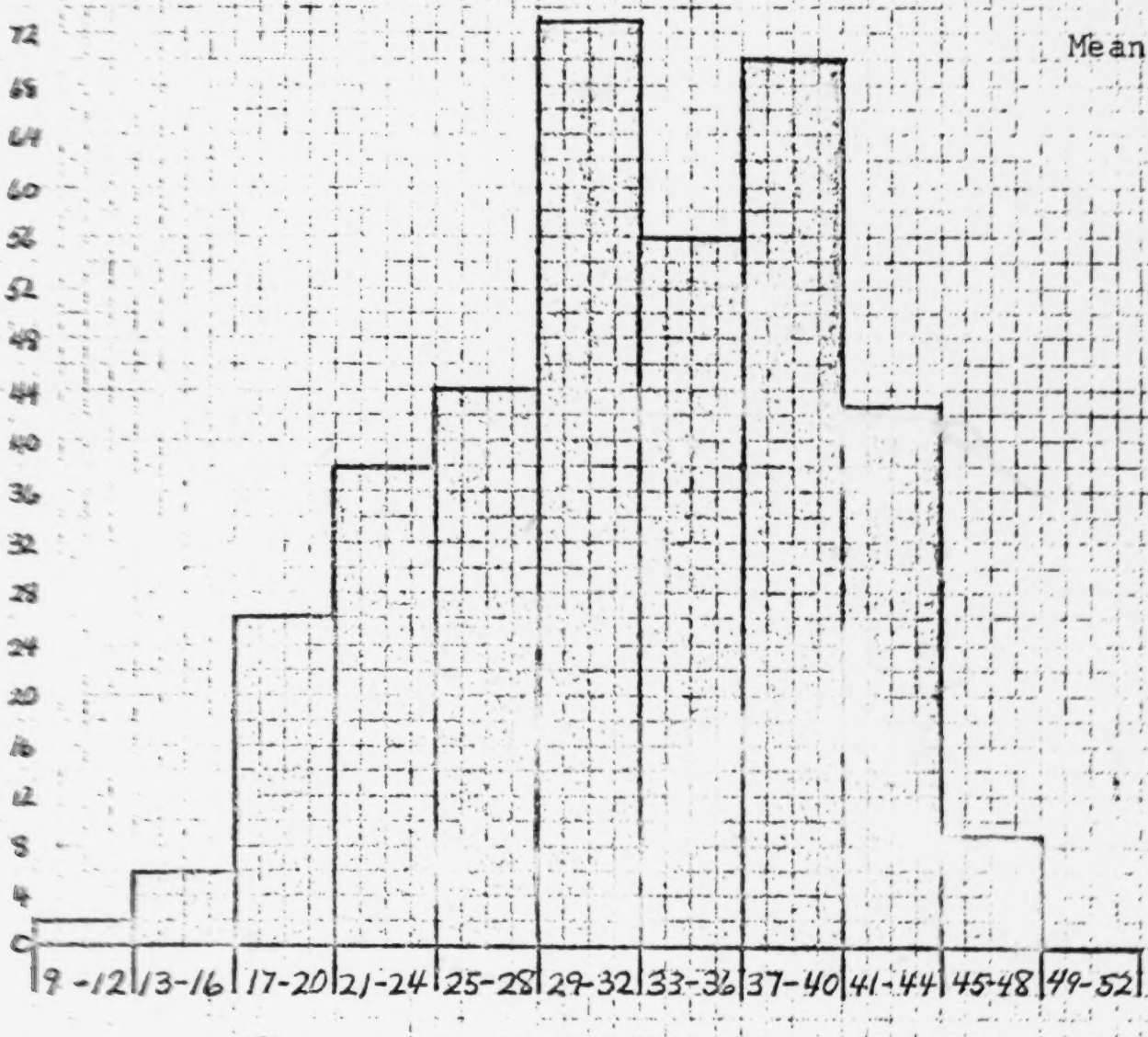
Figure 5 R.T.M. Social Studies Test - Year 12

Possible Score 51

Range: 9-47

Number of Students: 365

Mean: 31.8



of 54% of the items having been correctly answered. The same percentage obtains for two other tests in this battery (World History, and Civics). For the European History test the national mean is 44% of the items (31 out of 70) answered correctly. The mean for the American Government test is 41 out of a possible 45 (63%) while the mean score for the Problems of Democracy test is 40 out of 60 items answered correctly (67%). It would seem, therefore, that the mean scores for our locally constructed battery of social studies tests are not significantly lower than those established for the standardized tests cited above.

It is still risky, however, to suggest that the performance of our students was especially high or low, good or bad. Such predictions are always risky without the benefit of previously established and agreed upon criteria. Nevertheless. given the data on standardized tests reported above, it would seem reasonable to suggest that a score representing 60% of the test items having been answered correctly is a satisfactory score. This, in any case, is accepted by the department chairman as representing satisfactory performance. The mean scores for all of our five tests are indicated in Table 2.

Table 2

Mean Scores of Tests Expressed as a Percentage of Items Answered Correctly

Test	2	4	6	9	12	U.S.
Total Points	40	59	64	100	51	70
Mean	32.7	40	43	61.7	31.8	32.1
Mean as % of Items Answered Correctly	81.8%	68%	67%	61.7%	62.4%	46%

Note that all mean scores represent more than 60% of the items having been correctly answered (the range of means is 61.7% - 81.8%). Therefore, based on the criteria indicated above, the performance of our students on the battery of locally administered social studies tests would be judged by the department chairman to be satisfactory.

The satisfactory performance of our students on the tests, as noted above, does not really tell us anything about the nature of our curriculum. For example, it cannot be concluded from this that the curriculum is in fact articulated, based on social science concepts, is inter-disciplinary in nature, or that it deals with inquiry skills and the affective domain. That judgment can be made only after the tests have been carefully analyzed to determine whether or not these characteristics are woven into the battery of tests. If they are and assuming that the tests accurately reflect the curriculum as it is written and implemented, and given the satisfactory performance of our students, then perhaps such a judgment would be warranted.

American History Test

Recognizing the deep and widespread concern among community members regarding the degree of knowledge imparted to our students about American History, it was decided in the early planning phases of the project to administer a standardized test in American History to determine the achievement of our students based on national norms established for the test. The decision to administer such a test grew out of a suggestion

from a staff member at a Penncrest social studies faculty meeting early in the year. The suggestion was reiterated on several occasions by individual parents.

Many standardized tests that are available have many limitations, the chief being that they are largely devoted to the measurement of factual recall rather than reflecting a balance of factual recall, knowledge of social science concepts, and the application of knowledge through the use of inquiry skills. These are the characteristics of the "new social studies" which we would hope such tests would measure, and which we expect to be the basis of our social studies curriculum. Recognizing the limitations noted above, however, it was hypothesized that, given whatever kind of social studies program, our students score on a test devoted largely to factual recall, on the average, would be no lower than the average of the national norm. They may learn a great many other things not measured by the test, but they will learn or recall as much factual information as similar students involved in what might be judged more traditional programs - so goes the hypothesis. Note that no claim is made that our students will perform better than the national average, simply that their performance, on the average, will be no lower than the national norm. There are a number of research studies undertaken since 1960 that use the same hypothesis in trying to determine the significance of new social studies programs as compared with traditional curriculum.

The standardized test used is one produced as part of a battery of social studies tests by the Educational Testing

Service in Princeton, New Jersey. The specific test is Form A of the American History Test - Senior High School; it is composed of seventy test items, all multiple choice, and forty minutes is allowed for its administration. Validity and reliability information on the test is contained in the Handbook: Cooperative Social Studies Tests available in the department chairman's office. National norms were established for the test and are based on combined groups at two or more adjacent grade levels (it is assumed that within the usual limited range of grade placements of students assigned to a given course, achievement is not related to the grade level of the student). A random sample of 159 high schools was chosen from lists of public, Roman Catholic, and independent schools in such a way as to reflect approximately the national proportions of students in each of these three strata--schools such as technical, vocational, continuation, and evening were not included. Area schools involved in the norming process include The Baldwin School in Bryn Mawr, Abington Friends School, in Jenkintown, and Germantown Friends School. Additional norming data are available in the Handbook previously noted.

The standardized test was administered in all eleventh classes on May 24, 1971. Eleventh grade students were chosen as the sample for this phase of the evaluation because the predominant pattern for the teaching of social studies in most of our nation's schools involves the teaching of United States History in the eleventh year. This decision may, however, have been an error in judgment due to the fact that the groups used to establish the norms were all tested while just completing

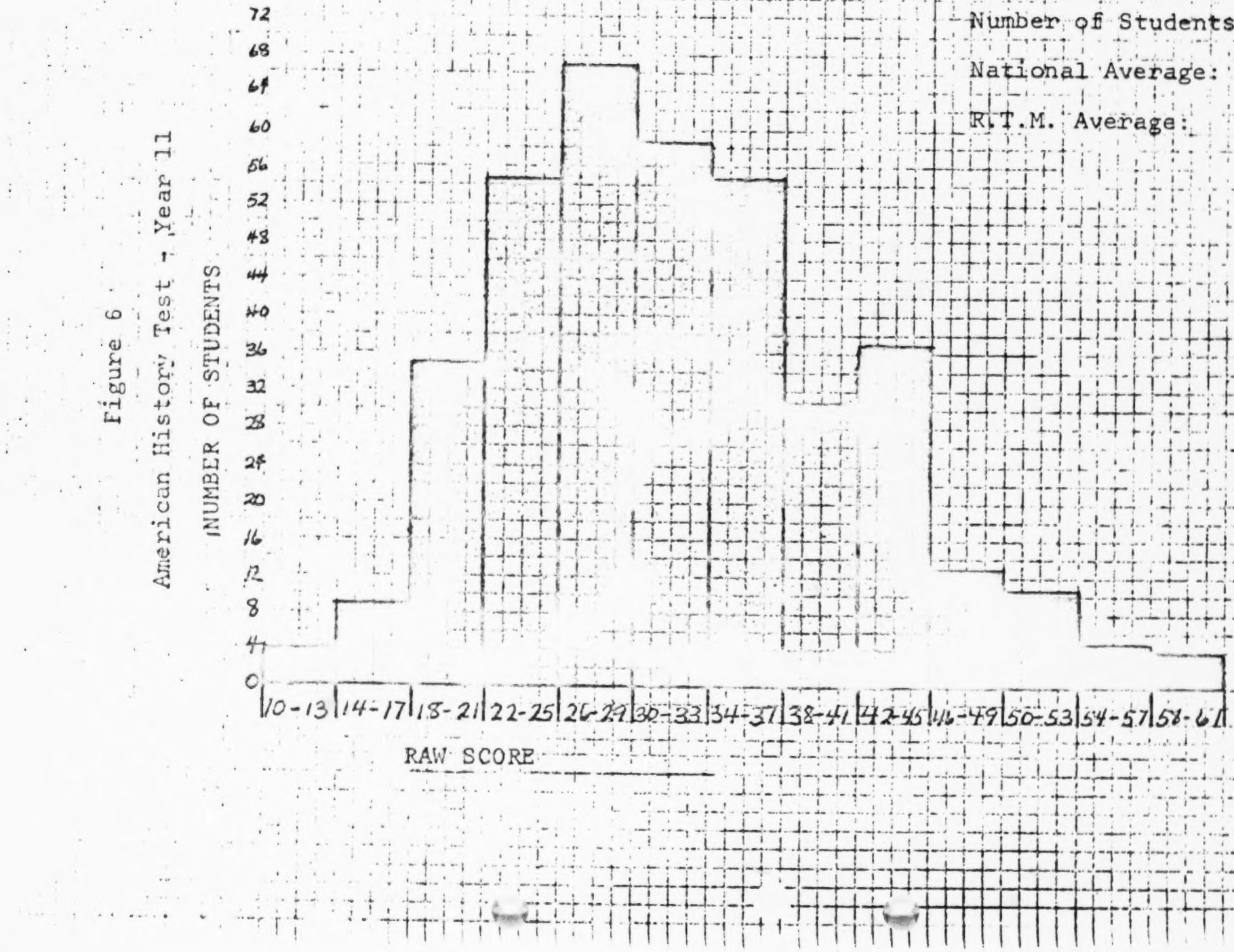
a formal course in U.S. History. Our school district does not have such a course, yet the content taught in our social studies program at years nine and ten is drawn almost entirely from U.S. History. Consequently, it might very well have been a more accurate assessment of student achievement in this area had we administered the test to our tenth grade students. It is strongly recommended that this be done in May, 1972, and the results compared with those secured from this year's administration of the test. It would be even more desirable if two matched groups of tenth grade students were selected to participate in a study in which some of the variables could be controlled. One group of students could be given a traditionally structured American History course and the other matched group of students could simply take the RTM tenth grade social studies course as it now exists. The American History test could then be administered at the end of the school year to determine whether or not the performance between groups varied. In addition, it would be desirable to construct a test composed of items requiring the application of identified social science concepts through the use of inquiry skills. The results of this rest would indicate whether or not the students in the RTM social studies curriculum learn these skills in addition to factual knowledge.

Figure 6 shows the distribution of scores on the American History test given to our eleventh grade students. The highest possible score is 70, however, no one in the norming group received such a score. Neither did any of our students. The range of scores extends from a low of 10 to a high of 61.

Figure 6

American History Test - Year 11

Possible Score:	70
Range:	10-61
Number of Students:	385
National Average:	38
R.T.M. Average:	32



The RTM mean is 32, while the normed group mean score is 38. The raw score of 38 represents 54% of the items answered correctly, while the raw score of 32 represents 46% of the items answered correctly (see Table 2). The distribution of scores in Figure 6, it should be noted, is somewhat skewed to the right thus indicating a heavier concentration of scores in the lower ranges than the higher. Appendix III contains the specific distribution of test scores.

Before a great deal of meaning can be attached to the results of the test, it should once again be pointed out that the test was administered to the normed group in the spring of the year as they were completing a formal American History course. The closest thing we have to such a course is the program we offer at grades nine and ten. It would seem, therefore, that to be able to compare our students' performance more accurately with the national norms, we should, as recommended above, administer the test to our tenth graders next May and compare these results with the national norms.

Penncrest Survey of Student Attitudes

Under the guidance of the department chairman, a junior student in Penncrest, Miss Katy Burn, undertook an independent project to determine the attitude of students toward social studies. Proceeding from a research question, she designed the study to include a questionnaire to be administered by her to a sample of students at each grade level (9-12). A total of twelve classes were sampled; this represented approximately 245 students or 13% of the student body. The questionnaire

consisted of a series of questions dealing with a content, materials, teaching methods, and evaluation procedures. The students were simply asked to circle a number representing their feelings of agreement, disagreement, or no opinion. The response "no opinion" was omitted from the data presented below: this accounts for the varying number of responses to each question. The results for those questions included in the survey which were considered relevant to the evaluation project are included in this report. Tables 3 through 8 below contain the question asked in the survey and the tabulation of the students' responses.

Table 3

Question: A social studies teacher presents the facts to his students before beginning discussions on the topic.

Grade	No. Students	Agree	Disagree
12	22	63%	37%
11	59	68%	32%
10	22	49%	51%
9	75	70%	30%
Total	184	63%	37%

Table 4

Question: A social studies curriculum should include a specific course in American History.

Grade	No. Students	Agree	Disagree
12	17	71%	29%
11	60	77%	23%
10	29	51%	49%
9	68	53%	47%
Total	179	62%	38%

Table 5

Question: A more traditional approach to social studies (one in which a specific course is studied each year) is preferable to the interdisciplinary approach used at Penncrest.

Grade	No. Students	Agree	Disagree
12	17	29%	71%
11	60	43%	57%
10	28	28%	72%
9	71	30%	70%
Total	186	39%	61%

Table 6

Question: The textbook is the chief source used.

Grade	No. Students	Agree	Disagree
12	20	5%	95%
11	58	13%	87%
10	26	57%	43%
9	115	33%	67%
Total	219	28%	72%

Table 7

Question: The teacher teaches traditionally; i.e., lectures on readings from the text.

Grade	No. Students	Agree	Disagree
12	20	20%	80%
11	53	52%	48%
10	23	69%	31%
9	79	38%	62%
Total	175	38%	62%

Table 8

Question: The teacher uses innovative methods to maintain student interest (e.g., simulation games).

Grade	No. Students	Agree	Disagree
12	20	55%	45%
11	56	59%	41%
10	31	22%	78%
9	89	53%	47%
Total	196	50%	50%

There are several interesting things reported here which should be noted. First, Table 4, indicates that of those students sampled, 62% specify a desire to have a specific course in American History. However, as noted in Table 5, 61% of the students sampled indicated a preference for an interdisciplinary approach to the teaching of social studies as opposed to 39% of the students who indicated a desire for a more traditional approach. Table 7 indicates a range of student responses at different grade levels, though the small number of students sampled should be noted. Further, the data reported in Table 8 suggest some degree of inconsistency in students' responses.

Miss Burn cites the following conclusions from her study:

1. Students are strongly in favor of an American History Course. A specific question was used to elicit this information, however, an open-ended question was also included in the questionnaire, and many students expressed concern with the lack of such a course.

2. Most students like the interdisciplinary approach used at Penncrest as opposed to a more traditional course approach.

3. A variety of teaching methods are used at Penncrest, running the gamut from traditional to innovative.

4. A point cited by every class is that the curriculum included repetition of subject matter; many students are concerned that they are being exposed to the same material year after year.

5. Many students are also of the opinion that class discussions are not used effectively; that is, they feel there are too few of them. According to the students sampled, there is little discussion of current events.

6. "The final and most popular point made was that the curriculum is boring."

Miss Burn points out several problems with the survey. "One is that there were too few students used, especially in tenth and twelfth grades. Another is the problem of it being given at the end of school. Many students simply do not care."

Lay Social Studies Committee Report

During the course of the 1970-71 school year the department chairman met on several occasions with various groups of interested parents. Many diverse points of view were represented at the meetings. Minutes were not formally kept, however, the parent members of the social studies committee prepared a final report of their year's activities, and this report reflects many of the parents' concerns expressed at our meetings. The parents report is reproduced here in its entirety.

We of the Parents Social Studies Committee wish to thank Dr. Lapchick for the privilege of serving in this capacity. We wish to extend our thanks also to Dr. Madden who has worked with us throughout the past year, attending meetings, answering questions, and listening patiently to the opinions of a large number of parents.

As the year closes, we wish to put in writing our conclusions about the Social Studies program, which, by necessity, are limited rather than comprehensive.

We think the RTM Social Studies Curriculum has been skillfully devised, and the program has received favorable comments as follows:

1. By and large the teaching of political science and economics appears to be quite outstanding.

2. Glowing reports have come to us about the 12th grade World Cultures classes.

3. The curriculum makes adequate provis on for geography, and provides for the use of the latest materials. Where the curriculum is being delivered, there should be adequate coverage in geography.

4. We have heard and read of a number of interesting Social Studies projects in our school district, such as the Valley Forge Freedoms Foundation award winner and the staging of a Hindu wedding at Penncrest.

5. We have become aware of the large number of dedicated teachers in our district. Some of these are truly outstanding.

We have, however, some strong reservations about the curriculum, although we do not mean to condemn it in its entirety.

Lack of Structure

The committee feels this curriculum deals too much with generalizations at the expense of factual information. Those States with top ratings in education have curriculums which have more structure. Even liberal Charles E. Silberman (CRISES IN THE CLASSROOM) suggests that educators should not depart from structure.

We think the conceptual approach has much to recommend it in some areas. In World Cultures, for example, it would be impossible to teach all the pertinent facts about every other country in the world. Ideas about other cultures are very much in order. Ideas are good also in anthropology, philosophy, and psychology at this level.

However, it is possible for a curriculum to become so vague and generalized that it becomes anti-intellectual. A student who has had a concentration in generalizations and theories will be at a disadvantage when he finds himself competing nationally in College Boards.

Lack of Consistency

There is no consistency in what is being taught from grade to grade. There is no over all testing program to determine what the children have learned in each grade. Teachers do not have to keep a record of what they have covered. Some teachers are teaching only part of the curriculum, feeling it is too extensive to cover. Others depart from it entirely for long periods of time. One 5th grader may have a vastly different education in 5th grade Social Studies from another 5th grader. Teachers have so many options that it is not unusual for students to find themselves repeating the same topic they have covered in a previous grade.

The committee recommends a permanent testing program, with tests revised yearly by the districts' Social Studies Administrators. Test should be based upon the content of the curriculum, and should be administered to all students.

The aim of this achievement testing would be not to evaluate teacher performance, but to maintain a check on each pupil's progress.

Lack of U.S. History

The history that is being taught is not turning the kids on. History is a discipline which does not lend itself to the conceptual approach.

A great many parents feel that their children are getting a buckshot view of history. In this curriculum, the concepts are first determined, and the content provided to illustrate the concepts. This arrangement prevents the study of U.S. History in its proper sequence, as well as eliminating whole phases of it. Students do not stay with history long enough to acquire any in-depth involvement, nor any "sense of history."

Educators should not overlook the story of American in their search for exciting courses of study.

We recommend a separate 2 year course in American History, preferably introduced at middle school level. We also recommend an elective course in U.S. History for high school students. New York State and California have this type of history coverage.

Lack of Visual Material at Home

Many parents have complained about the lack of texts or other printed material which can be brought home. Because of this, parents have little idea of what their youngsters are doing in Social Studies, and are unable to help them. There is a tendency on the part of some teachers to lecture. This method is not appropriate at grade school level because the children have not learned how to take notes.

Controversial Issues

We have heard a few complaints about the "brainwashing" of students by teachers which may or may not be legitimate.

In this respect the committee will simply state that we firmly believe in academic freedom for students as well as teachers. Students should be encouraged to research both sides of all issues, and both sides should be brought out, with equal time given. Students should have the privilege of full debate among themselves conducted in an orderly fashion.

We hope our year's work has been constructive, and that these parent opinions will be helpful to administrators, teachers, and students alike.

Respectfully submitted,

Mrs. Overhiser
Mrs. Laughlin
Mrs. Whinfrey
Mrs. Gebhardt

Many valid points are raised in the preceding report, and the parent members of the committee are to be congratulated for being concerned about their schools enough to devote as many hours to the RTM social studies curriculum as they did during the past year. Their efforts to organize and host meetings in their homes during the evening hours were most appreciated, as was the questioning attitude they added to our meetings.

There are several items in the report upon which the department chairman feels the need to comment. Under the section titled, "Lack of Structure," reference is made to "States with top ratings in education," and the "liberal Charles E. Silberman." The questions, "What States?" "Top ratings according to what criteria?". and "How are their curriculums structured different from our own?" come immediately to mind. Specificity and examples would seem to be

necessary. Similarly, Mr. Silberman discusses the need for structure in a much different context than that implied here.

In reference to the last paragraph in the same section, it should be noted that the department chairman is not familiar with any research reported in the professional literature which suggests that students whose social studies courses are based on the development of concepts and generalizations are at a disadvantage when taking college board examinations. Such tests are increasingly geared to examining the degree to which students can apply the knowledge and skills which they are supposed to have learned.

The point made on structure is well taken, however, and more specific recommendations will be included in a later chapter on ways to improve the structure of the curriculum.

The department chairman concurs with the points expressed in the section, "Lack of Consistency." More specific recommendations in this regard will be found in a succeeding chapter.

Some of the data gathered in this evaluation project support some of the points raised in the section, "Lack of U.S. History." The Burn survey, for example, indicates that many students feel a need for a specific course in American History. For the reasons previously indicated, however, it would be premature to suggest that our students are able to recall fewer facts about U.S. History than similar students who have had a formal course in the subject. Such a judgment must await the results of the tenth grade testing program next May,

should the decision be made to administer the test again next year.

Issue must be taken with the following statement: "History is a discipline which does not lend itself to the conceptual approach." This depends upon what one means by the term "concepts." To use just one example, a major figure in social studies curriculum development (Edwin Fenton, Ph.D., in history from Harvard, and Professor of History at Carnegie Mellon University) contends that it is the learning of social science concepts that permits one more readily to understand the past. Any historian must concern himself with economic, political geographical, psychological, sociological, and anthropological concepts to practice his craft of interpreting the reasons for and impact of past developments. Fenton has designed a social studies curriculum for the secondary schools in which social science concepts are developed as analytical tools. Social science concepts developed in this way can then be used by the sutdent as a framework to analyze historical episodes as well as current human affairs.

The statement is also made that, "in this curriculum, the concepts are first determined, and the content provided to illustrate the concepts." A curriculum planner must first decide what his goals are before he selects the content samples he wants to provide as illustrative material. The curriculum should not be faulted, in the department chairman's judgment, for its designers having proceeded in this fashion, for it represents the selection of content based on established criteria.

Similarly, some aspects of U.S. History must be eliminated from any U.S. History course. Time must be provided to allow the student to pursue some depth in any course, hence the curriculum planner must have the courage to exclude as wellas include. There is simply not enough time in the school years to learn all there is to know about any subject.

Based on the evidence we have gathered, the department chairman concurs in the recommendation for a separate course in American History. However, he does not agree that this must be a two-year segment; it might be implemented in a variety of different ways.

Along with California, New York State is mentioned as a prototype which, it is implied, we might do well to follow. California has many educational problems which are better isolated than spread, however, New York State does, in the judgment of the department chairman, have an excellent, forward-looking educational system. In the past few years the State Education Department in Albany has revised the regents examinations and implemented a new social studies curriculum based on the development of student inquiry skills and social science concepts.

Many parents have voiced their concern over the lack of social studies materials from which teachers assign work to be completed outside of class. An effort has been made throughthe purchase of materials for the high school social studies program for the 1971-72 school year to begin to solve this problem. It will, however, take a few years of sustained allocation of

relatively large sums of money. Materials must be purchased in rather large quantity for each grade level, and a smooth system of materials distribution with strict accountability must be established for the high school. The elementary and junior high schools materials problems are of a lesser magnitude than that found at Penncrest, however, attention must be given to these areas as well.

The department chairman heartily endorses the point made by the committee with respect to controversial issues. Judging from the results of the Burn survey, there should be a great deal more discussion of current affairs, which will without doubt involve controversial issues. Such discussion should be encouraged and the values and value conflicts implicit in all points of view should be publicly discussed in an atmosphere of honest and sincere intellectual debate. No teacher should impose his values on students, however, his own values should be seen by the community and students as legitimate for him.

The parents committee (Mrs. Overhiser, Mrs. Winfrey, Mrs. Laughlin, and Mrs. Gebhardt) should be commended for their participation in this curriculum evaluation project. Their constructive recommendations have been formulated after much debate, and their opinions are deeply respected. Their influence can readily be seen in the recommendations to be found in a later chapter.

Student Meetings.

Throughout the 1970-71 school year several informal meetings were held with different groups of students. Most students seemed to concur on at least two major points. First, many students are unable to detect much, if any, difference between the old social studies program and the new curriculum. Many indicated that they are bored with what they describe as unimportant material which they suggest is sometimes taught in rather dull fashion. The second point on which most students agree is that there is a great deal of repetition in the social studies curriculum. More than one student related that he or she had used the same notes for his or her social studies classes in grades eight, nine, and ten. This concern for what appears to be an excessive degree of repetition in our curriculum was the comment most frequently made by students.

Summary of Conclusions

In informal discussions with teachers and by administering a teacher questionnaire, data were gathered which would indicate a less than enthusiastic teacher attitude toward the social studies curriculum. Frequently, our teachers have voiced a concern for what they consider a lack of direction in the curriculum guide. Many of our teachers do not have a grasp of what social science concepts are, their significance, and how one might go about having students develop such concepts. Further, many teachers do not seem to possess a deep understanding of the "conceptual approach" to the teaching of social studies; similarly, many seem unfamiliar with inquiry teaching techniques. Such statement should not be construed as criticisms of the

teachers concerned, for the classroom materials on hand do not seem particularly conducive to such teaching. In addition, our teachers have not received specific training in such techniques, and this is generally considered necessary. In short, many teachers feel pressured by the volume of content in the guide and appear womewhat frustrated from what they consider a lack of clear direction to teach the material. It should be noted, however, that this attitude is somewhat more a reflection of elementary than secondary teachers. The attitude of secondary teachers is somewhat different in some respects and depends upon the school in which they teach. For example, the Indian Lane teachers, having each specialized in one theme, seem quite contented with the program. Some teachers at Penncrest, however, do not feel that our students acquire an adequate amount of knowledge concerning American History, and the development of Western Civilization; their criticisms are more content oriented.

The results from five tests which were locally constructed to evaluate our program suggest that the performance of our students is satisfactory. The mean score for each test reflects a minimum of greater than 60% of the items on each test having been answered correctly. Now the question to ask would seem to be: Is the organization of our curriculum as represented in the guide, actually conceptual, interdisciplinary, and focused on the development of inquiry skills? If our program is so organized, and if the tests accurately reflect this, then the implementation of the program, based on the test results, would be judged a success. However, if the tests reflect other things than that conclusion cannot be drawn from the evidence we now

The results of the standardized American History test are inconclusive. While our students, on the average, scored lower than the national norm established for the test, the circumstances previously noted should warrant another testing session next year, this time with our tenth grade students.

The Penncrest survey conducted by Miss Burn points out, statistically, a criticism voiced by many students in informal discussions: repetition of content.

Meetings held with parents yielded a fund of worthwhile information. Many parents are deeply concerned with what they judge to be a lack of knowledge of U.S. History in our curriculum, and, on the part of fewer parents, a lack also of academic rigor. Many parents also see a need to develop ways to measure students and teacher performance.

Personal Observations of Department Chairman

Having had the opportunity to study the social studies curriculum in some detail, and having observed the implementation of the program in the district's schools, it would seem appropriate at this point to express several personal observations.

It should be pointed out at the outset that in this evaluation project I have made more than a casual effort to remain objective in reporting, interpreting, and analyzing the data which I have observed and which is presented in this report. It should also be recognized that probably no one can be totally unbiased in his analysis of things social in nature. I do not feel for a moment, however, that I have treated the social studies curriculum lightly in an effort to gloss over

what might be conceived as flaws. On the contrary, I feel that I have, in some instances,been overly harsh in my judgments to avoid such a charge.

Lest my criticisms be misinterpreted, let me point out here that, in light of my training and experience with this evaluation, I strongly maintain the contention that the organization of a social studies curriculum around social science concepts, interdisciplinary in nature and coupled with training in the development of inquiry skills, is quite legitimate and valid. Given the technological and automated times in which we find ourselves, it is, I feel, the organizational framework having the most to offer students parents, and faculty. The fund of knowledge now available, which we must expect to be multiplied many times over in the future, requires that we be selective in choosing what it might be possible to accomplish during the course of time devoted to one's formal school years.

Social science concepts offer a very useful set of criteria for the selection of knowledge, skills, attitudes and values to be included in our social studies curriculum. (A very fine analysis of what social science concepts are can be found in two very short and easy to read pamphlets available from Dr. Roy A. Price, Social Studies Curriculum Center, 409 Maxwell Hall, Syracuse University, Syracuse, N.Y. 13210; they are: Major Concepts for Social Studies, and Social Science Concepts and the Classroom.) Content, contrary to the view of some critics is not sacrificed when the curriculum is organized around social science concepts, for the concepts can be developed by students

only after having been exposed to both supportive and contrary factual information. Similarly, generalizations are statements which depict a relationship between or among concepts, and as such are also derived from an accumulation of factual information. Concepts can, in addition, be construed as tools which provide a mindset, framework, or perspective which facilitates a reasoned approach to the inquiry into problems, issues, and events with which the student has had no previous contact.

As indicated above, the knowledge component of the social studies curriculum is vital. There are also, in my judgment, certain pieces of knowledge which are absolutely necessary in a social studies curriculum. For example, by virtue of our students being raised in this Western culture, they must be, in my opinion, exposed to certain tenents, principles, and historical information upon which the culture is based and through which it has flourished. In short, I am of the opinion that certain major facets of the development of Western Civilization and the United States, in particular, ought to be included in any social studies curriculum designed for our students. This position is not at all inconsistent with my previously stated position on the organization of the social studies curriculum around social science concepts. Some portions of the knowledge component of a social studies curriculum should simply, I feel, be drawn from the areas dealing with the development of Western Civilization and the United States. This should not be interpreted as meaning that the study of other cultures is not also imperative. It is absolutely essential that our

students are exposed to knowledge, attitudes, and values of cultures which are different from their own. This can all more adequately be done, in my judgment, when social science concepts, coupled with the development of inquiry skills, are reflected in the goals of the social studies curriculum

The theoretical basis of the RTM social studies curriculum is, then, one with which I heartily agree. Those people responsible for designing the curriculum showed a great deal of foresight; they had the courage to forge ahead as developments were proceeding in federally funded social studies curriculum projects. The willingness to move ahead is a reflection of the kind of attitude necessary if a school system is going to be something more than mediocre. Materials from the federally funded projects are just now becoming available, and I think it wise to have done the groundwork on the curriculum that was accomplished here in the past several years. We are now at a juncture where the newly developed materials can be implemented with a minimum of confusion and disruption.

The personal observations that I have made above and that I will make below probably would not be necessary if the federal grant which the district came so close to receiving had in fact been awarded. Nevertheless, there are four comments I would offer.

(1) Having talked with many of our teachers throughout the year and having observed many lessons being taught, I must conclude that many of our teachers are unfamiliar with social science concepts. This should not be interpreted as a criticism of individual teachers. Thye are not at fault because they

have often not been trained in the social sciences, nor have they been given adequate instruction in the nature of social science concepts, their use as analytical tools, and how lessons might be designed to develop the concepts. Further, the teaching materials used in the district are often not particularly oriented to the development of social science concepts by uninitiated teachers, save when specific instruction is provided to illustrate how such materials might be used to that end.

(2) I have seen relatively few examples of inquiry teaching techniques being used in the district's classrooms. It should be noted, however, that my observations were too limited in scope and frequency to conclude that there are in fact few cases in the district where such a methodology is employed. I am simply saying that I have seen few examples. This is to be expected, however, in such instances where inquiry materials are unavailable and/or where specific training has not been given in the use of such teaching techniques.

(3) Based on my classroom observations, discussions with teachers and an examination of the curriculum guide, it is my opinion that there is little apparent articulation built into the curriculum of what I conceive to be social science concepts. For example, within Theme I (Man and His Natural and Cultural Environment) in the first year consideration is given to a unit titled, "Meeting People From Other Lands." Examples are drawn from Japan, Kenya, and Alaska, primarily. I assume that the goal here is to begin to build the notion among students that cultural diversity exists, which is a valid objective,

but which is not clearly spelled out for the teachers.

In the second year, the unit for this theme is called, "No Man Is An Island." and it deals with the "effects of climate, geography, travel, communications, and outside forces on people." Examples are drawn from Delaware Valley, and Pennsylvania. The "content outline" and "activities" sections of the guide give no hint as to how the material expands upon the idea of cultural diversity which was introduced in the first year. It does not seem unreasonable, therefore, to expect people to conclude that in the first year we study Japan, Kenya, and Alaska and in the second year we study the Delaware Valley and Pennsylvania, without being aware of the purposes (i.e., cultural diversity) in studying the areas in what might first appear to be in inverse order.

In the third year the unit in Theme I is, "Venture Around the World." This unit is designed to illustrate how factors such as topography, climate, and natural resources affect man's way of life in different areas. Four areas are used to illustrate this relationship; Antarctica, Indonesia, Jordan, and Yugoslavia. In this unit each country is to be compared and contrasted under each of the above headings. This seems to be a repetition of the focus used in the first year's work without a clear indication of the thread or threads that hold the units at the three grade levels together. A legitimate question would seem to be: In what ways does the unit expand on the ideas of cultural diversity which were to have been developed in grades one and two? Perhaps the expanding threads are implicit in the units, but if one expects the reader to have firmly in his own

mind what he wants the reader to accomplish, the objectives of his pursuit must, I feel, be spelled out in much more detail than now appears evident.

Many more illustrations might be cited which reflect what appears to me to be a lack of articulation. Two from the secondary level, however, should be sufficient. "Man and Geography In The New World," is the Theme I unit taught in the ninth grade. Man's modification of his environment is the major idea, and the unit deals with man's migration to the New World, environmental factors responsible for migrations, and conditions, in the U.S. that made a limited agricultural society possible. A rather diverse, but not unrelated, set of concepts is implicit in the foregoing statement. Again, it is unclear to the reader specifically what concepts he is to expand upon in such a way that will result in the students' understanding being at a more sophisticated level than that developed in Theme I in the first grade. Similarly, the same comments are applicable to the units in Theme I at the tenth and eleventh grades ("Man and the Industrial and Scientific Revolution in the U.S.," and "Utilizing the Forces of Nature Intelligently," respectively). The grade twelve Theme I unit, "The Earth's Surface and Its Varying Distributional Patterns Created by Nature and Man" is somewhat unique, for the thematic approach is largely ignored in the Twelfth year. Here the course offered is a relatively academically rigorous one which focuses on an area studies approach; it is referred to as "World Cultures." In this case areas such as Latin America, the Middle East, Africa, India, China, and

Russia are analyzed using an interdisciplinary approach. Among most seniors with whom I have talked, it is considered to be the best social studies course they had had during their years at Penncrest. It does not, apparently, contain the degree of repetition of familiar content as some of our other courses do.

One further example might serve to make my point. Theme IV in our curriculum is titled, "Economic Living" and in the ninth, tenth, and eleventh grades (the twelfth grade is not considered here because of its relative uniqueness) the unit titles are as follows: "The Industrialization - Urbanization Syndrome," "Satisfying Human Wants and Desires in the Nuclear Age Through the Free Enterprise System," and "The Study of How People Try to Satisfy Their unlimited Wants for Goods and Services With Their Nation's Unlimited Resources," respectively. The first unit is largely an analysis of sociological problems created in the U.S. as a result of the industrialization process; it is an interesting and well organized unit. The second unit deals initially with the nature of the economic problem, but is largely devoted to the economic history of the United States. The eleventh grade unit is designed to teach about the variety of ways in which societies organize to solve the fundamental economic problems, with particular emphasis on the free enterprise system. It is difficult to determine how the latter units build upon the former. It is not at all clear, for example, what economic concepts are to be developed in ninth grade, an understanding of which is to be made more sophisticated in grades ten and eleven. A question might also be raised

as to whether or not the central economic concept of scarcity should be dealt with prior to analyzing the relationship between economic growth and social problems.

There are units to be found in the curriculum guide, which are very well developed; many are extensive and well organized. My point here, however, is that there is little articulation readily apparent from one grade level to another. The units seem not to be organized in a fashion such that it would be clear to the teacher what social science concepts he should introduce or further develop. Specific recommendations relative to this problem will be included in Chapter III of this report.

(4) My final observation deals with the interdisciplinary nature of our program. The degree to which the various social sciences are represented is a credit to those responsible for the development of the curriculum. Content from the disciplines of geography, economics, political science, anthropology, sociology, and history can be found at most, if not all, grade levels, and the curriculum seems well balanced in this regard. Particular note should be made of the material included in the curriculum from the more recent behavioral sciences - anthropology, and sociology.

It would not be appropriate to close this chapter without having discussed, however briefly, the limitations in the design of this study. The perspective of the observer has already been mentioned and need not be dwelt upon further here, save to point out that another observer with different training and experience might have seen other things or might have given

different weight to that which was observed. Ideally, a team of observers might have been employed to do a great deal of observation; in such a situation more than one person has the opportunity to repeatedly view the same classroom, and conclusions drawn from such observations are probably more accurate because of the different perspectives and personalities of the various observers involved.

A second limitation of the study would be the sample of classroom observations from which tentative generalizations about teacher behavior were made. While veteran and novice teachers were observed in each building in the district, every teacher in the district was not observed. Further, the same teachers were generally not repeatedly observed; in addition observations were exploratory, and no set of criteria for the observations was firmly established and formalized on paper prior to the classroom visits. However, those four aspects discussed above (concepts, inquiry, articulation, and interdisciplinary content) formed a set of mental criteria for the observer.

An additional limitation might be conceived to be the manner in which the battery of locally constructed tests was devised. One teacher from each grade level was chosen, hence, it was that person's interpretation of what is most significant from that year's work that ultimately found its way into the test. Other teachers from the same grade level might dispute the content and the form of the test; ideally, at least one teacher representing each grade level from each school would have been employed, over a much longer period of time than was

used in this case, to construct the tests. This would have given greater validity and reliability to the tests, in that that which was included would have represented a greater consensus of the focus of each unit. It would have also cost a great deal of money, much more than was available for the project.

Some observers might point out that no attempt was made to standardize the tests. This is not, however, a limitation of the project or the testing component, for the tests devised are criteria reference rather than norm reference examinations.

Doubtless there are additional limitations in the study. In a relatively short period of time an effort was made to gather information from the many different groups affected by the curriculum, and one must accept the limitations inherent in having made the choice to conduct the study in that fashion.

CHAPTER III

RECOMMENDATIONS

This evaluation report hopefully gives some indication of what is being accomplished through the social studies curriculum. Now some judgment must be made as to the degree to which we are satisfied with what it appears is being accomplished. The recommendations which follow are relatively few in number; they reflect that which was discussed in the "conclusions" section of the preceding chapter.

(1) I would recommend that attention be given to a search for answers to the question: What specific knowledge, skills, attitudes, and values do we want to try to impart to the students in this district? To begin to answer this question it is desirable that sets of very clearly stated, but also fairly general, objectives be devised for each grade level or perhaps for a set of grade levels such as the following:

(1) K-3 (3) 7-9

(2) 4-6 (4) 10-12

The objectives thus stated should be hierarchical in nature, reflecting the students' maturation and readiness to undertake increasingly more complex mental tasks. That is one kind of articulation. Care should also be exercised to include articulation of knowledge, attitudes, and values in addition to mental or thinking skills. The objectives thus stated should reflect at the second level, for example, efforts to expand in breadth and depth that which was done at level one; in addition, they might also include the introduction of some totally new ideas which are to be further developed at higher levels.

These somewhat general sets of objectives should be analyzed to determine what anticedent knowledge, skills, etc. might be necessary for the students to be able to accomplish the objectives thus established. This gives some clue as to what will have to be attempted at each successive grade level, and it gives some assurance that articulation is in fact built into the curriculum. The analysis would involve the determination of prerequisites, the identification of what Gagne calls "units of previously acquired capabilities which would permit the learning of the given unit..." It would be well at this juncture to put this notion in its proper context by quoting a very instructive passage from Gagne:

> "A curriculum is a sequence of content units arranged in such a way that the learning of each unit may be accomplished...provided the capabilities described by specified prior units (in the sequence) have already been mastered by the learner...A curriculum may be of any length, that is, it may contain any number of units.A curriculum is specified when (1) the terminal objectives are stated; (2) the sequence of prerequisite capabilities is described; and (3) the initial capabilities assumed to be possessed by the student are identified."

Concepts, then, should be identified and defined in such a way that the concepts are broken down into their constituent parts and tasks are identified, hierarchical in nature, which must be accomplished to achieve the noted prerequisites. (The foregoing passage is taken from an extremely useful pamphlet on curriculum evaluation written by three of the major figures in the field: (Perspectives of Curriculum Evaluation, written by Ralph Tyler, Robert Gagne, and Michael Scriven, and published as part of a monograph series on curriculum evaluation

by the American Educational Research Association, 1126 Sixteenth Street, N.W., Washington, D.C., 20036).

The objectives should reflect the most recent findings relative to both learning theory and social studies curriculum development. A concern should be exhibited, for example, for what are felt to be appropriate learning tasks for given levels of development and for the development of social science concepts, attitudes, and value concepts as well as the development of inquiry skills.

Objectives derived for individual units of work should be stated specifically and clearly and should be behavioral in nature. That is, it should be made quite clear what behavior, and this may be written or non-written, will be accepted as evidence that the student has achieved the goals of the unit.

A curriculum organized in this fashion will have a very definite structure, the kind of structure which the parent social studies curriculum committee noted an absence of in our present program. In addition, such a curriculum organization will facilitate the elimination of unnecessary repetition of content. Finally, a framework of this nature should facilitate the determination of minimum acceptable student performance for each grade (K-12) or each level (1-4); examinations (written and non-written) might then fairly easily be developed to measure the performance of our students and to identify those areas which require additional attention by individual students. Such tests would serve a diagnostic as well as an evaluative function. Questions comprising such a test should deal with

all levels of the cognitive and affective domains as these are identified by Bloom and Krathwohl (Taxonomy of Educational Objectives: Handbooks I and II). The tests would not necessarily be administered at the end of a year's work, but at any point where it seems desirable to measure a student's progress. Some of the tests might even be designed in such a way that they could be self administered by the student whenever he judged himself to be adequately prepared. Tests of this nature would provide an ongoing form of curriculum evaluation, and several purposes would be served by their administration.

By stating objectives in this way criteria are suggested for choosing the appropriate content (what to include and what must be excluded), hence teaching materials, that develop social science concepts and inquiry skills. Content is, thus, not selected, it is derived from objectives.

(2) I would recommend that a long range plan be developed to train our teachers in the nature and function of social science concepts and in the use of inquiry teaching techniques. Summer workshops might be devoted to this endeavor, however, the possibility of after school or Saturday sessions should not be overlooked. Participants would of course have to be paid, however, a system of merit or in-service points might be devised which would act as an inducement for our teachers to participate.

Such a plan should be comprehensive and should include such things as when and how university consultants would be most appropriate and when and how our local expertise would better serve our purposes. Teachers in the department, for

example, might best be used to teach sample lessons (which could be videotaped for multiple showings) or when there is need for a particular kind of content expertise which an individual faculty member might possess. In addition, attention should be given in the plan to packaged programs that would be useful in the staff development process; The Taba materials published by Addison-Wesley come immediately to mind in this regard. Our teachers should frequently have the opportunity to work with the new curriculum materials which they will be asked to implement in their classrooms; this is a very effective way to train teachers in teaching techniques which are implicit in the material but of which the teacher has little or no knowledge. The "Subject to Citizen"eighth grade course developed by the Educational Development Center is of this type, as are the High School Geography Project (HSGP) course, "Geography in an Urban Age," and the Anthropology Curriculum Study Project (ACSP) course, "Patterns in Human History." In addition, the National Science Foundation (grantor for both HSGP and ACSP) is now creating a specific teacher training component for these and similarly funded projects. This component will include training in both content and methodology. The Social Science Education Consortium (SSEC) is also concerned about the need for teacher education in the use of new materials, and they are creating a series of video tapes for this purpose.

The plan I am suggesting would impose order on all the various elements mentioned above. It would be a step-by-step outline to accommodate the many levels of staff development necessary. In addition, it would give some long range basis

for a rational allocation of scarce budget funds for a very much needed endeavor.

(3) I would also recommend a reorganization of the present or future (if previous suggestions are implemented) curriculum guide in such a way that examples of how to proceed to develop a certain concept, or portion thereof, immediately follow the behaviorally oriented objectives. The guidelines or examples could be woven into the content outline, could precede the outline, or might even be used in lieu of a content outline. Evaluation techniques and examples should also be included in a guide even though evaluation is implicit in behaviorally stated objectives.

(4) Students, parents, teachers, and administrators expressed a desire for a specific course in American History, and I would strongly urge the development of such a course to be required of all students in the tenth year. No attempt should be made to cover all that has transpired during the course of our history; a course of this nature would likely be as boring as many such courses are (all facts having been given equal treatment), and students would thus be likely to come away from the course with feelings toward the subject which are more akin to antipathy than enthusiasm. While a specific set of objectives has not as yet been devised, the course should, I feel, combine a thematic approach with chronological development. Those responsible for the development of the course must overcome the pressure to include everything; they must have the courage to exclude as well as include. I would hope that the objectives

of the course would deal with the pluralism of values in American society (a knowledge of the role of minority groups in the making of America would seem desirable in this regard). I would also hope that various art forms (literature, music, poetry, plays, etc.) of the historical periods being studied would be included as well as primary and secondary accounts of illustrative events.

Including an American History course in the program should facilitate the weeding out of repetitive content from the curriculum, especially at the secondary level. A brief glimpse at the five units in grades eight, nine, ten, and eleven will support my contention, I believe, that there is in the present curriculum too great an emphasis on content dealing with American culture, however, it is so spread out that it results in the great deal of repetition noted by students.

(5) There are a number of benefits to be derived from creating a system of elective social studies courses to be offered on a semester basis to our eleventh and twelfth grade students. For example, the student is offered a measure of choice on that which he will study; presumably, therefore, he will choose courses which are of relative interest to him. This provides some degree of motivation for the student. In addition, instead of being exposed to the same teacher from September through June, the student has the benefit of at least two teacher personalities during the course of a year; he is thus likely to be exposed to different philosophies and perspectives as well as teaching techniques.

In addition to benefits for the student in such an organization, there are also advantages for administration. The most obvious of these is that we can capitalize on the unique interests and particular expertise of our diverse faculty members. Given the objectives of the curriculum, courses can be created which are based on student and faculty interest. A spirit of enthusiasm might thereby be developed.

The system of courses might be organized in a non-graded fashion such that students would select courses based on interest rather than grade level. Eleventh and twelfth grade students would thus often be found in the same class.

The same advantages as noted above would be true for a system of courses offered for shorter duration, on a quarterly basis, for example.

(6) It was noted previously that from a substantive point of view our curriculum seems to lack adequate coverage of the development of Western Civilization. I would simply recommend that additional attention be given to this area as curriculum objectives are formalized and content samples are derived therefrom.

APPENDIX I

Rose Tree Media Social Studies Curriculum Evaluation

Directions

The first phase of the evaluation of the Rose Tree Media Social Studies Curriculum involves the teachers' assessment of the internal construction of the curriculum. You are asked to rate a series of statements with a numerical value. The numerical value will denote the degree to which you agree or disagree with each statement. Please read each statement and circle the appropriate number on the answer sheet which corresponds to that statement. The meaning of each of the five numbers is as follows:

1. I strongly disagree with this statement

2. I disagree with this statement.

3. I have no strong feelings of agreement or disagreement with this statement.

4. I agree with this statement.

5. I strongly agree with this statement.

This rating scale might best be visualized as a continuum:

1	2	3	4	5
Strongly disagree	disagree	neutral	agree	strongly agree

You will note that the rating numbers on the answer sheet are arranged to correspond to this continuum. In order to avoid confusion as to the meaning of each number, you might want to refer to the continuum as you respond to the statements.

Do not put your name on the answer sheet, but please indicate, in the space provided in the upper right-hand corner, the grade level at which you teach.

ROSE TREE MEDIA SOCIAL STUDIES CURRICULUM EVALUATION

I. RATIONALE

A. The rationale for the program is sound.

B. The rationale for the program is clearly stated.

II. RELATEDNESS OF UNITS AT GRADE LEVEL

A. The five units at each grade level are related to each other (i.e., they are tied together in some fashion).

B. It is necessary for the units be tied together at each grade level.

III. ARTICULATION

A. The teacher is made aware of what knowledge and skills students are to have acquired at each grade level.

IV. OBJECTIVES

A. The objectives for each theme are precisely and clearly spelled out.

B. The objectives are stated in behavioral terms with appropriate acceptance criteria indicated.

C. The objectives reflect a concern for inquiry skill development as well as knowledge acquisition.

D. There are affective objectives included.

V. UNIT TITLES

A. The unit titles reflect the stated objectives.

B. They are stated in a practical way so as to have meaning for the uninitiated.

VI. OVERVIEW

A. The overview is clearly written to reflect the stated objectives and to provide an overall framework or outline which can be used in planning individual lessons.

VII. CONTENT OUTLINE

A. The content outline of the units is organized in such a way as to build toward the development of the stated objectives.

VIII. ACTIVITIES

A. Ways to proceed to teach each unit are clearly indicated.

B. The individual activities are clearly explained, and it is clear how each fits into the total pattern for the unit (i.e., a sequence of lessons is suggested etc.)

C. Suggestions of what and how materials might be used to develop the concepts are included.

D. The activities are designed to implement the achievement of the stated goals.

IX. MATERIALS

A. Materials available are geared to assist the students develop social science concepts and generalizations.

B. Appropriate materials are available in sufficient quantity.

C. The procedures established for the distribution of materials facilitate the availability of materials when these are desired for use.

D. Lists of materials available in the district are adequate.

E. The bibliographies of available material are adequately annotated.

X. EVALUATION

A. Evaluation procedures for the units are clearly explained and appropriate examples given.

B. Evaluation instruments are designed in such a way as to evaluate the degree to which students have developed concepts and generalizations as indicated in the objectives.

XI. MISCELLANEOUS

A. There is a minimum of repetition of content among the themes at a grade level.

B. Adequate provisions are made for the development of the social science concepts and generalization among students of various abilities.

C. As the program is written, it is clear and easily followed.

D. The program as it is written, is fully implemented in my social studies class.

XII. STUDENT PROGRESS

A. A test of student knowledge, skills, and attitudes can be easily constructed using the stated objectives as a guide.

B. Given the objectives of the program, our students achieve at a satisfactory level.

Should you desire to further evaluate the social studies curriculum, please write your comments on the reverse side of the answer sheet. Your candid opinion is desired and encouraged.

ROSE TREE MEDIA SOCIAL STUDIES CURRICULUM EVALUATION

ANSWER SHEET

I. RATIONALE

A. 1 2 3 4 5

B. 1 2 3 4 5

II. RELATEDNESS OF UNITS AT GRADE LEVEL

A. 1 2 3 4 5

B. 1 2 3 4 5

III. ARTICULATION

A. 1 2 3 4 5

IV. OBJECTIVES

A. 1 2 3 4 5

B. 1 2 3 4 5

C. 1 2 3 4 5

D. 1 2 3 4 5

V. UNIT TITLES

A. 1 2 3 4 5

B. 1 2 3 4 5

VI. OVERVIEW

A. 1 2 3 4 5

VII. CONTENT OUTLINE

A. 1 2 3 4 5

VIII. ACTIVITIES

A. 1 2 3 4 5

B. 1 2 3 4 5

C. 1 2 3 4 5

D. 1 2 3 4 5

IX. MATERIALS

A. 1 2 3 4 5

B. 1 2 3 4 5

C. 1 2 3 4 5

D. 1 2 3 4 5

E. 1 2 3 4 5

X. EVALUATION

A. 1 2 3 4 5

B. 1 2 3 4 5

XI. MISCELLANEOUS

A. 1 2 3 4 5

B. 1 2 3 4 5

C. 1 2 3 4 5

D. 1 2 3 4 5

XII. STUDENT PROGRESS

A. 1 2 3 4 5

B. 1 2 3 4 5

APPENDIX II

Item Analyses

As previously indicated, a sample of answer sheets was randomly selected from the total number of answer sheets for each grade level and an item analysis completed for each of the sampled sets of papers. Tables 1-6 comprise the tabulated data. Following each table will be found a copy of the test (except in the case of the standardized American History test) to which it refers.

Table 1

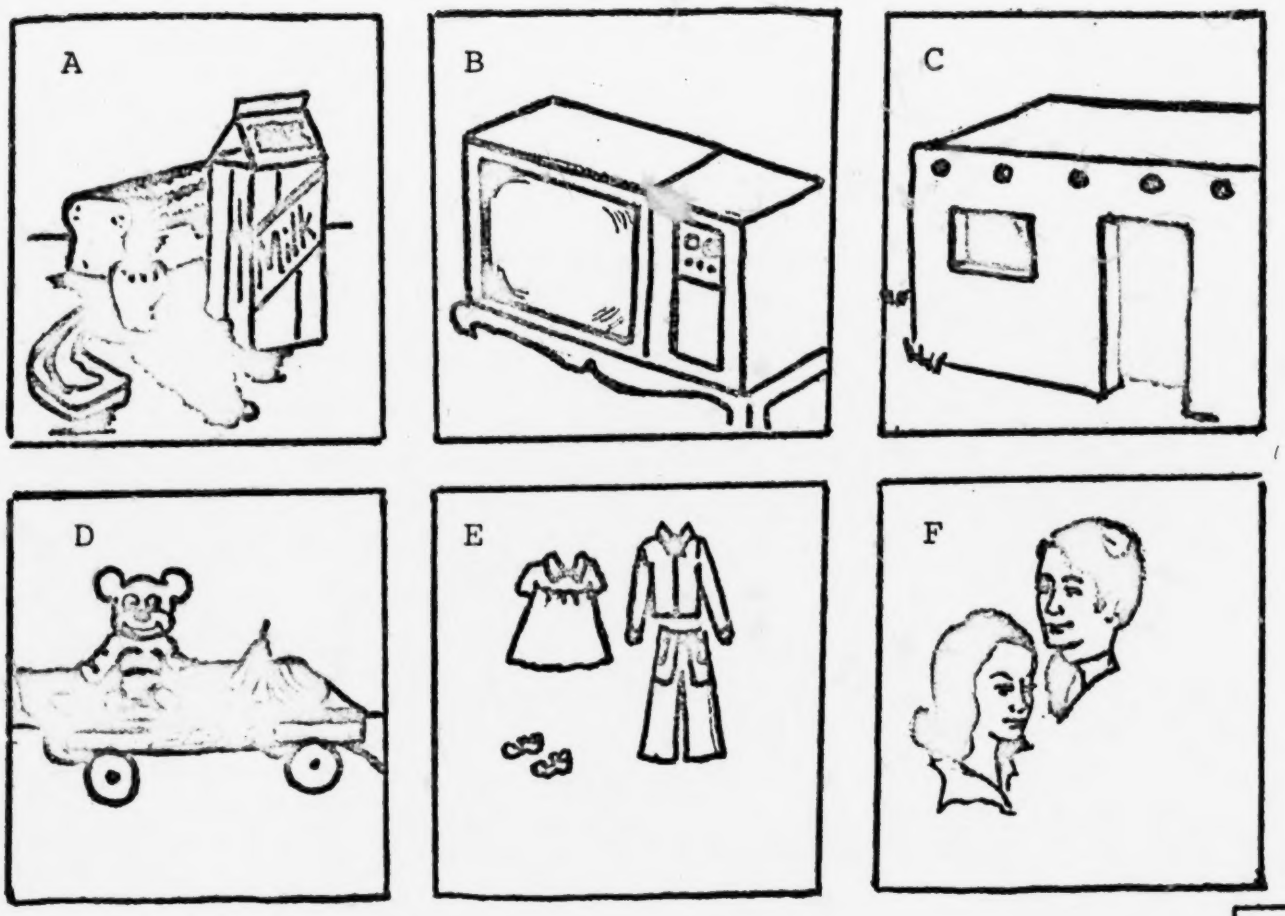
Item Analysis Year 2

Students Sampled: 128

Test Item	No. Students Ans. Incorrect	Test Item	No. Students Ans. Incorrect
2-1 (A)	2	2-9 (A)	16
(B)	6	(B)	25
(C)	6	(C)	15
(D)	13	(D)	21
2-2 (1)	22	(E)	71
(2)	25	(F)	20
(3)	21	(G)	16
(4)	36	(H)	6
(5)	23	(I)	88
(6)	23	(J)	1[illegible]
2-3	4	2-10 (A)	14
2-4 (1)	25	(B)	18
(2)	25	(C)	16
(3)	56	(D)	14
(4)	58	(E)	0
2-5	86	(F)	0
2-6	39	(G)	23
2-7	44	(H)	13
2-8 (A)	9		
(B)	20		
(C)	5		
(D)	3		

(Read to the students) SOCIAL STUDIES TEST - YEAR

2-1 Look at this picture of a Mexican boy. He is the same age as you and needs the same things to live. Put an X on the things that you both need.



SCORE

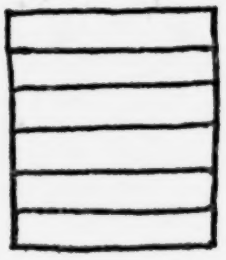
(Note to the teacher:)

2-2 These test questions should be read to the student individually.

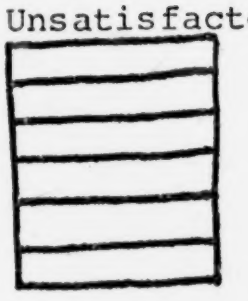
Using a globe:

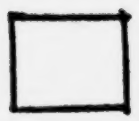
1. Point to North America.
2. Point to the Atlantic Ocean.
3. Point to the Pacific Ocean.
4. Point to the Equator.
5. Point to the North Pole.
6. Point to the South Pole.

Satisfactory



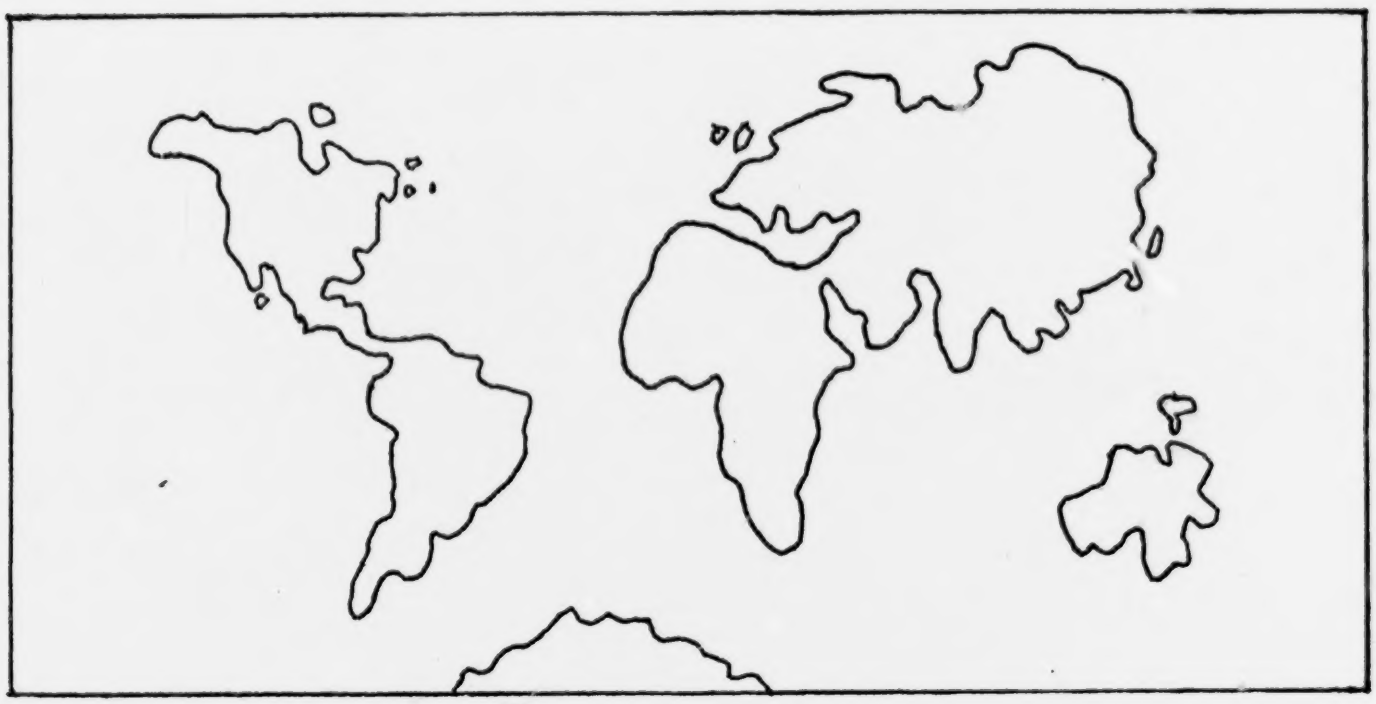
Unsatisfactory



SCORE 

(Note to Teacher:)

2-3 Give each child a copy of this map and a brown and blue crayon. Have each child complete the sheet independently.



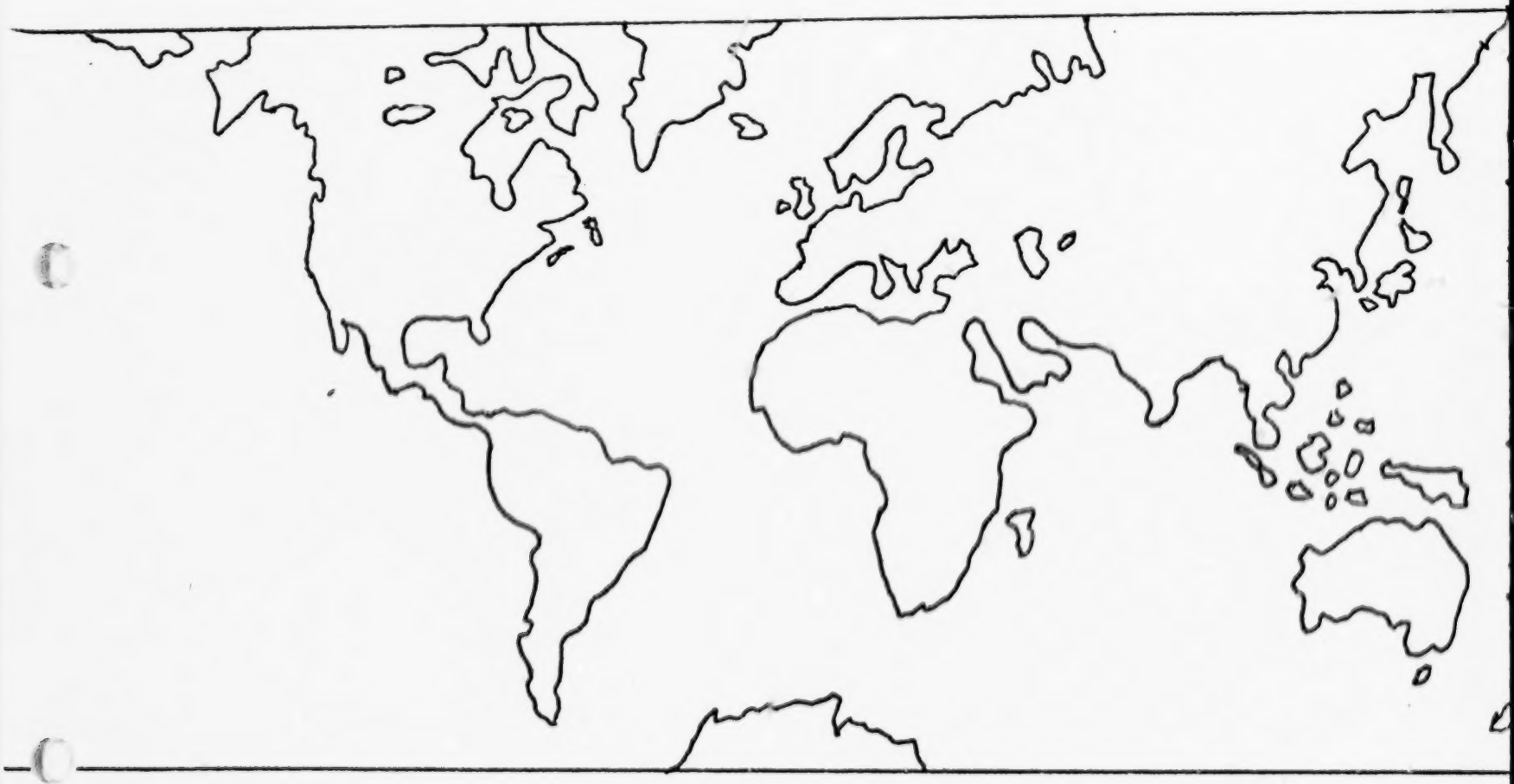
Color the land brown.
Color the water blue.

SCORE

(Read to students)

2-4 Look at this map. Mark the directions on the map. Put N for north; S for south; E for east, W for west.

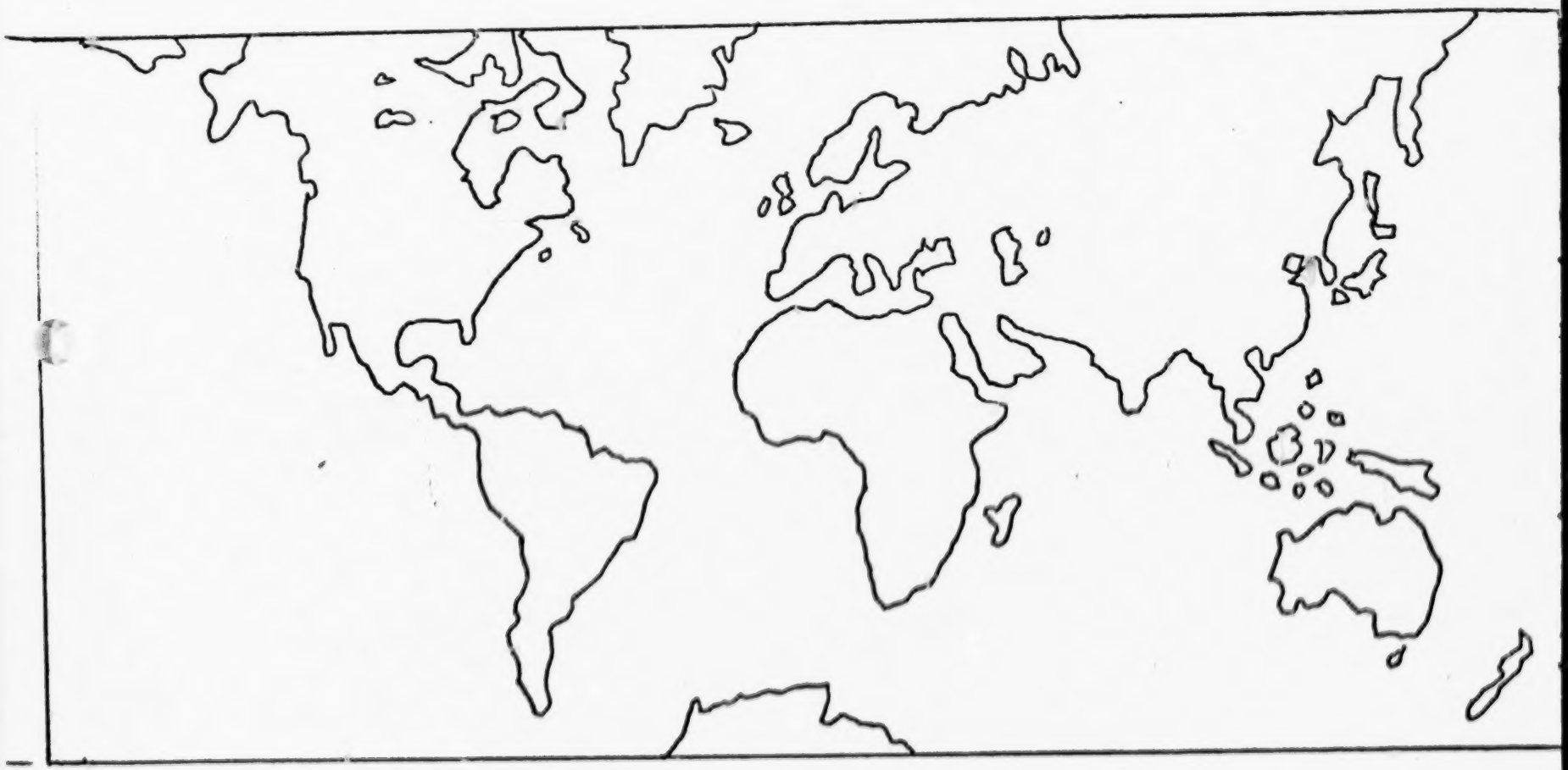
(Teacher should write N, S, E, W on chalkboard, if necessary.)



SCORE

(Read to Students)

2-5 Find North America; color it.



SCORE

(Read to the students)

2-6 Find the United States on the map. Color it red.

SCORE

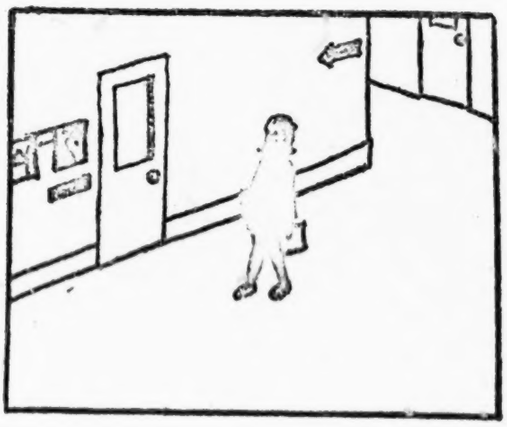
(Read to students)

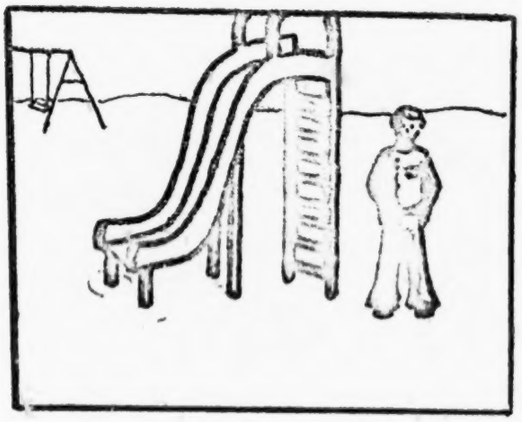
2-7 Find Pennsylvania; color it red.

SCORE

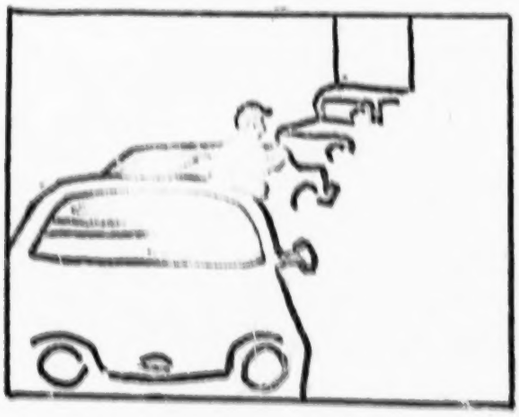
2-8 Read each rule to the students. Have them put an X on the picture that tells about the rule.

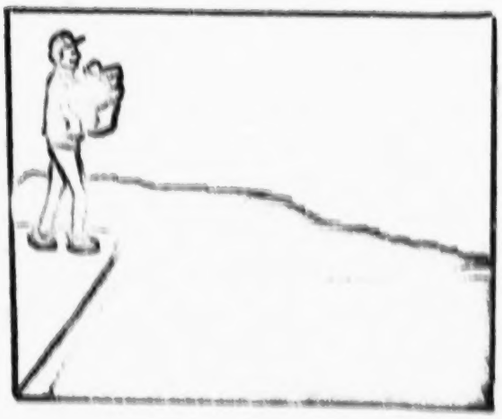
A. Walk. Do not run.





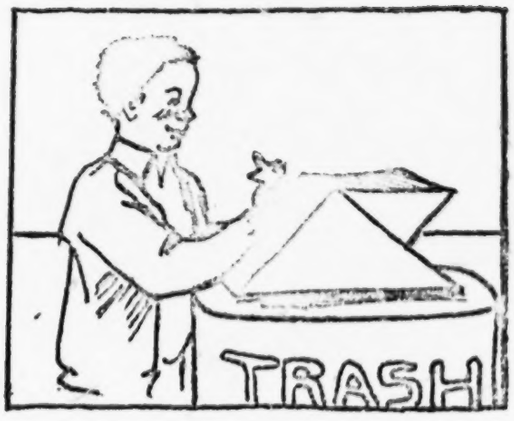
B. Cross the street carefully.



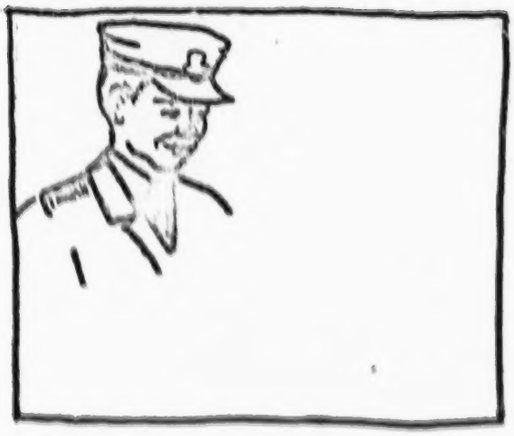


(2-8 Cont.)

C. Be a good citizen.



D. He is a friend.



SCORE

(To Teacher) Read each statement to the class. Wait for students to circle yes or no after you have read each statment.

A. People who do useful work are called producers. Yes No

B. All people solve their conflicts peacefully. Yes No

C. Sharing the work helps to get it done more quickly. Yes No

D. Trading corn for butter is called bartering. Yes No

E. People are more alike than different. Yes No

F. You are a consumer. Yes No

G. It is more important to buy a television than a bag of groceries. Yes No

H. We get some of our food from other countries. Yes No

I. Your state is called the United States of America. Yes No.

J. The United Nations is like a family of many countries. Yes No

SCORE ☐

(To Teacher) Read the clues to the children and have them mark each picture appropriately. The children will need crayons.

A. Put an X on the man whose face is on a penny.

B. Put a circle around the man who worked to help black people.

C. Put a line under the man who was our very first president.

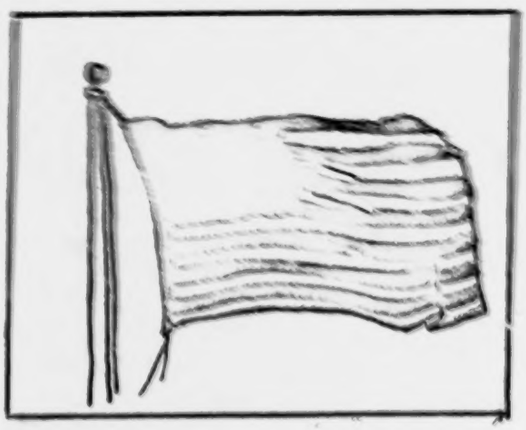
D. Put a star on the man who is the president of the United States now.

E. Find the picture of a lady who stands for freedom. Color it orange.

F. Find the picture of something that rang for freedom. Color it green.

G. Find the picture of something which is a nickname for the United States. Color it red.

H. Find the picture which is something we should not drag on the ground. Color it blue.



SCORE

TOTAL TEST

Table 2

Item Analysis Year 4

Students Sampled: 107

Test Item	No. Students Ans. Incorrect	Test Item	No. Students Ans. Incorrect
4-1 (1)	3	4-4 III (A)	56
(2)	3	(B)	56
(3)	8	IV (A)	47
(4)	10	(B)	51
(5)	10	4-5 (1)	15
(6)	38	(2)	56
(7)	22	(3)	4
(8)	27	(4)	58
(9)	29	(5)	21
(10)	36	(6)	4
(11)	49	4-6 I (1)	20
(12)	69	(2)	55
(13)	63	(3)	25
(14)	63	(4)	27
4-2 (1)	22	(5)	14
(2)	32	II (a)	48
(3)	18	(b)	45
(4)	47	(c)	51
(5)	25	(d)	55
4-3 (1)	6	(e)	46
(2)	10	4-7 (1)	25
(3)	7	(2)	48
(4)	13	(3)	36
(5)	23	(4)	62
(6)	10	(5)	30
4-4-I (A)	12	(6)	35
(B)	15	(7)	38
II (A)	25	(8)	29
(B)	43	(9)	41
		(10)	42

main district

SOCIAL STUDIES TEST - YEAR 4

correct

1 pt. each

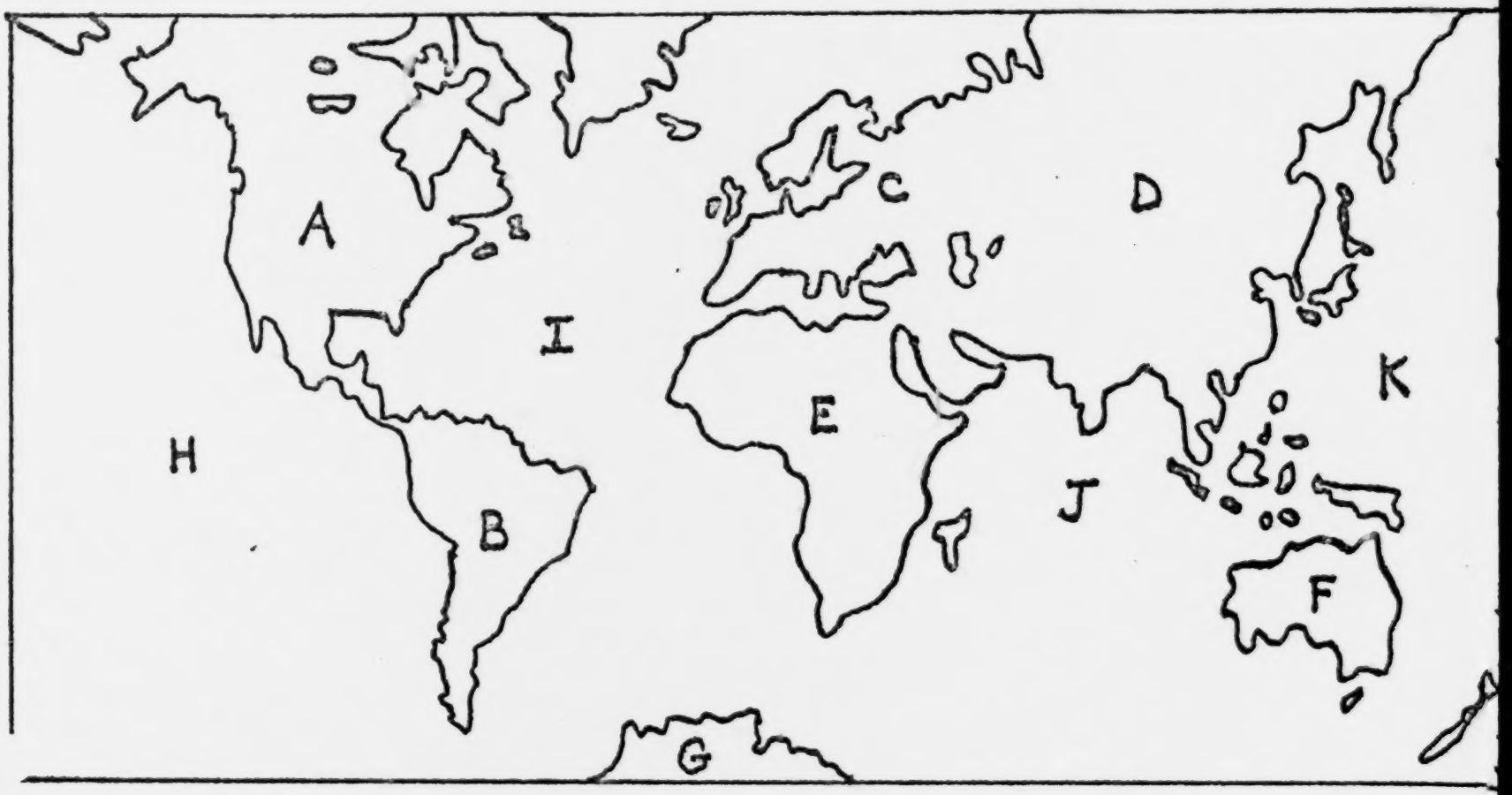
4-1 Directions: Do you know your geographical terms? Match the terms with their meanings by placing a word in each blank. Each word will be used.

---

continent	ocean	lake	legend
map	scale	peninsula	source
island	mouth	tributary	
compass	globe	equator	

1. A model or small copy of the earth. _____
2. Imaginary line dividing the world in half. _____
3. A flat drawing of the earth's surface. _____
4. The salt water of the earth. _____
5. An instrument used to tell directions. _____
6. Water surrounded by land. _____
7. Land surrounded by water. _____
8. A large land mass. _____
9. A key which tells how to measure distance on a map. _____
10. Land surrounded on three sides by water. _____
11. Something on a map which tells what the symbols mean. _____
12. The beginning of a river. _____
13. A stream that flows into a river. _____
14. Where a river enters another body of water. _____

4-2 Directions - Look at the following map and answer the questions below. Be sure that you write names instead of letters for your answers.



1. Name the 2 major oceans that surround land form A.

_____and_____

2. Name the continent that is covered with ice.

_____

3. In what direction would you be traveling if you were to go from E to C?

_____

4. What ocean would you cross if you traveled the shortest distance from A to E?

_____

5. Name land form E.

_____

4-3 Directions:

Pretend that you are selected to start a new nation, one that will allow everyone to live in a democratic way, and one that will give all of its citizens freedom. Read the following list below. Decide which statements best describe a democratic government, and put a check (✓) in front of those statements.

_____1. People have the right to vote for their leaders.

_____2. The government can tell its citizens what jobs they can do.

_____3. Everyone must worship the same God.

_____4. Anyone accused of a crime has the right to a trial by a jury.

_____5. Citizens are allowed to have a say in what the government does.

_____6. Congress may not interfere with the citizens' freedoms of religion, speech, press, and the right to meet together to discuss their problems.

4-4 Directions - Below you will find a menu which is blank. Your job is to locate the foods that you would eat if you lived in the countries listed on the menu below. When you find the foods that belong to each country, write them under the correct title.

International Menu

I. Japan

A. _____

B. _____

II. Mexico

A. _____

B. _____

III. Jordan

A. _____

B. _____

IV. Africa

A. _____

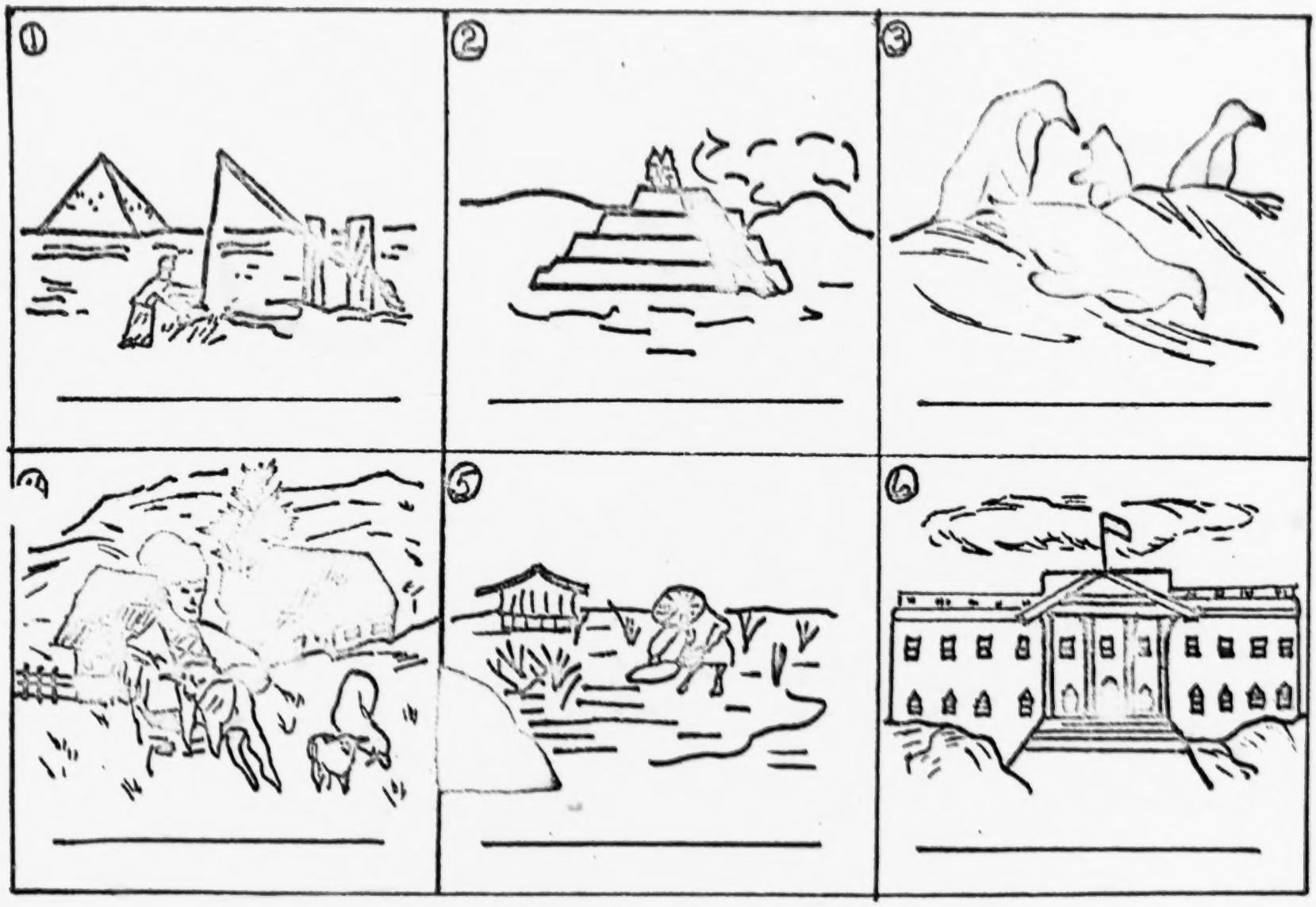
B. _____

tortillas
camel's milk
sukiyaki
spaghetti
bananas

chile
peanuts
tea and rice
steak
dates

4-5 Help the pictures find their way back home.

Directions - Look at each picture. Read the names of the countries listed below the pictures. Match the name of the country that best fits the picture, and write the name of the country under the picture.



Antarctica
Egypt
Mexico
Japan

Africa
United States
Yugoslavia
Brazil

4=6

I
Directions - Read each sentence carefully. Circle T if the statement is true and circle F if the statement is false.

1. Jamestown was the first permanent English settlement. T F

2. The Plains Indians lived between the Mississippi River and the Rocky Mountains. T F

3. Africa is made up of small units called states. T F

4. The federal government of the United States has three branches - executive, legislative and judicial. T F

5. Brazil's most valuable crop is coffee. T F

II
Directions - Write the correct letter on the line in front of the names.

_____Cortez	a. one of the authors of the Constitution
_____Patrick Henry	b. famous Greek philosopher
_____Socrates	c. chief of the Aztecs
_____Montezuma	d. "Give me liberty or give me death."
_____Benjamin Franklin	e. Spanish explorer who conquered the Aztecs.

4=7

Directions - Match the words below with their definitions. Write the word on the line next to its definition.

shadoof	city-states
fez	typhoon
democracy	Legislative Branch
mukluks	pemmican
UNICEF	Cheyenne
serape	Peace Corps
volcano	tribe

1. Soft soled fur boots. _____

2. A word that means power to the people. _____

3. A city and its surrounding countryside that had its own government. _____

4. Meat and fat dried and pressed hard. _____

5. The branch of our government that includes the Senate and House of Representatives. _____

6. A violent storm that occurs in the late summer and early fall in Japan. _____

7. A turban style hat. _____

8. An organization set up by the United Nations to help many children left homeless after World War II. _____

9. One of the oldest methods of irrigation still used in Egypt today. _____

10. A tribe of the Plains Indians. _____

Table 3

Item Analysis Year 6

Students Sampled: 113

Test Item		No. Students Ans. Incorrect	Test Item		No. Students Ans. Incorrect
I	(1)	35	III	(1)	60 coastal plain
	(2)	27			48 prairies
	(3)	11			42 highlands
	(4)	17			
	(5)	51		(2)	28
	(6)	9		(3)	22
	(7)	55		(4)	37
	(8)	72		(5)	47
				(6)	66
II	(1)	13		(7)	41
	(2)	6		(8)	42
	(3)	33 Jefferson		(9)	Brazil (1) 33
		6 King			(2) 21
		17 Addams			(3) 37
		43 Franklin			(4) 30
	(4)	32			Nigeria (1) 21
	(5)	16			(2) 24
	(6)	43			(3) 33
	(7)	76			(4) 18
	(8)	70			
	(9)	82		(10)	36
	(10)	15 union		(11)	69
		13 Discrimination		(12)	35
		12 immigrant		(13) 1	71
		10 fall line		2	58
	(11) a	45		3	70
	b	52		4	70
	c	44		(14) a	12
	d	46		b	13
	(12)	16		(15)	59 Judaism
	(13)	23			53 Islam
					41 Hinduism
III	(1)	44 desert			57 Buddhism
		20 rainforest			18 Christianity

PART I: MAP SKILLS SOCIAL STUDIES TEST - YEAR 6

6-1 Directions - Using the map on page 3 answer the following questions.

1. Identify by indicating the correct letter on your answer sheet the area of South America that has the greatest annual rainfall. The area falls between one of the following:

a. 17°N Lat, 20°S Lat.
   80°E Long, 60°E Long.
b. 2°N Lat, 16°S Lat.
   82°W Long, 60°W. Long.

2. What city is at 2°S. Lat, 77°W Long.?

a. Quito, Ecuador
b. Sao Paulo, Brazil
c. Santiago, Chile

3. What whole continent do you see on this map?

a. Africa
b. South America
c. Asia
d. North America

4. In what hemisphere does this continent lie?

a. N
b. S

5. What country on this map has an archipelago on its southwest side?

a. Ecuador
b. Brazil
c. Argentina
d. Chile

6. The mouth of the Amazon River is in what country on this map?

a. Columbia
b. Brazil
c. Argentina

7. Check what land formation connects the two continents shown on the map.

a. island
b. strait
c. isthmus
d. peninsula

8. You are at point A, 0°Lat, 70°W Long. Go directly north 20°. Go west 10°. Turn south 20°. What country are you in?

a. Columbia
b. Ecuador
c. Peru

PART II

1. Select one democratic method indicated below which is available to citizens to show their approval or disapproval of a national issue such as recognition of Red China?

a. When you see, on TV, an elected official whom you disagree with, call him names.
b. Refuse to vote in any election.
c. Write to your congressman about your concerns.

2. You can no longer fish in Ridley Creek because waste from a local factory pollutes the creek and the fish have all died. Using the methods available in a democracy, choose the best solution to this problem.

a. Throw trash on the factory owner's lawn to show him what pollution is like.
b. Call police and demand that they close the factory.
c. Meet with the manufacturer and discuss the problem and possible solutions.

3. Below is a list of phrases that describe some famous Americans. Match the phrases with the names of the famous Americans that appear on your answer sheet. Put only the correct letter on the answer sheet.

a. Gained greater equality for blacks through peaceful demonstrations.
b. Created Hull House for immigrants.
c. Wrote many democratic ideas into the Declaration of Independence
d. Diplomat who encouraged the French to help in the Revolutionary War.

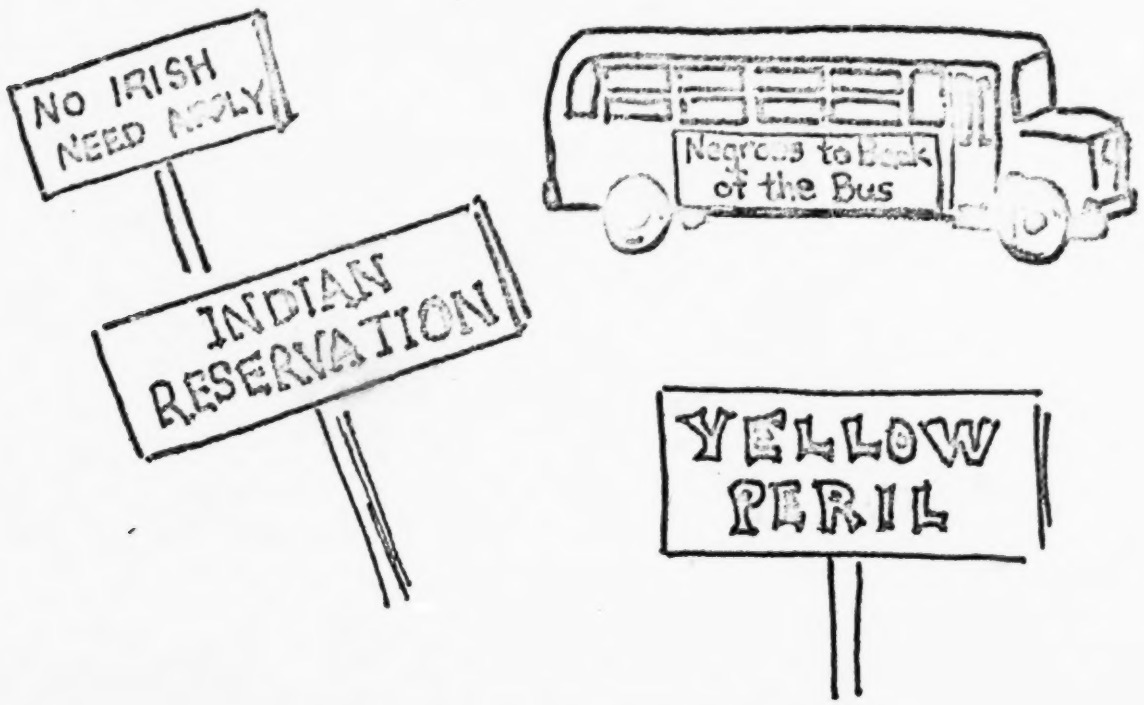
4. Select one reason why fewer towns developed in the South than in the North in the past.

a. People liked to live in the country in colonial times.
b. Northern factories required many skilled workers.
c. People in cold climates liked to live together.

UNITED STATES
MEXICO
NORTH
ATLANTIC
OCEAN
Tropic of Cancer
CUBA
DOMINICAN REPUBLIC
JAMAICA
HAITI
PUERTO RICO
BRITISH HONDURAS
HONDURAS
GUATEMALA
EL SALVADOR
NICARAGUA
COSTA RICA
PANAMA
TRINIDAD AND TOBAGO
VENEZUELA
GUYANA
SURINAM
FRENCH GUIANA
COLOMBIA
Equator
QUITO
ECUADOR
AMAZON RIVER
PACIFIC
OCEAN
PERU
BRAZIL
BOLIVIA
Tropic of Capricorn
PARAGUAY
SÃO PAULO
SANTIAGO
CHILE
ARGENTINA
URUGUAY
70°
60°
50°
40°
80°
20°
0°
20°
40°
AVERAGE ANNUAL RAINFALL
More than 80"
60"-80"
40"-60"
20"-40"
0"-20"

5. An outstanding American, Harriet Tubman, led many Negroes to freedom by:

a. working for voter's rights.
b. giving speeches against slavery.
c. the Underground Railroad.



6. The signs above show a problem in our democracy in the past and today. Listed below are things that have been done or things we might do to help eliminate this problem; which does not apply?

a. riots
b. Civil Act Rights of 1964
c. be a leader in your community to eliminate discrimination wherever it exists
d. study the history of minority groups

7. To become president of the U.S. a man must have all <u>EXCEPT</u> which one of the following qualifications?

a. over 35 years old
b. born in the U.S.
c. been elected to Congress at least once
d. never been arrested

8. Congressmen are elected to the House of Representatives every

a. 2 years
b. 4 years
c. 6 years

9. Senators are elected to the Senate every

a. 2 years

10. Below you will find a list of definitions. Match the definitions with the correct terms listed on the answer sheet.

a. denying people their rights
b. a group of workers organized for common goals
c. a point where there is a steep drop in land elevation
d. a person who moves into another country to live

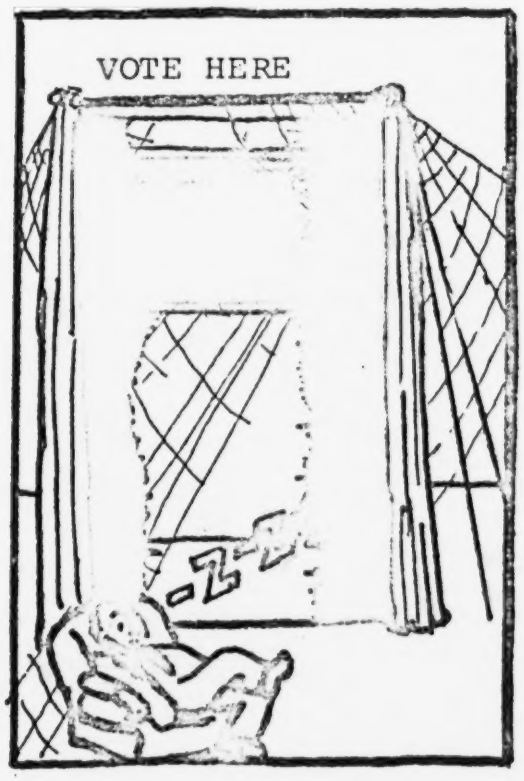
11. Each of the following newspaper articles is an example of the Judicial, Legislative or Executive branch of our government in action. Label the articles correctly, using J for Judicial, L for Legislative and E for Executive.

a. The Senate sent a fair packaging bill to the Commerce Committee today.

b. The Secretary of State attended a dinner at the French Embassy last night.

c. The Supreme Court ruled the school desegregation bill Constitutional on Friday.

d. The President swore in the New Secretary of Health, Education and Welfare last Wednesday.



12. Which one of the following statements is the main idea of this cartoon?

a. The power of the vote is not used by many who can vote.
b. Every citizen who is old enough to vote does so.
c. Older people are wiser voters than people under 18.

13. Colonial plantation owners:

a. used slave labor with no regard for the individual rights of Negroes.
b. had good working conditions for the slaves.
c. made large profits which they shared with the workers

PART III

1. People have done many things to change their region of the world to make it a better place in which to live. Match the statement below with the world region indicated on the answer sheet where you think this change might occur.

a. Terracing is used to provide more level soil for farming.
b. Sand and rock have been moved to make many harbors and cities.
c. In some areas of the world, swampland has been drained and crops are now being grown.
d. The soil is good for large scale grazing and farming. In parts of the U.S., large areas are used for dairying and ranching.
e. As a result of conservation practices and irrigation, great areas of the southwest U.S. are in bloom.

Select the correct answer.

2. Mountains are formed by:

a. erosion
b. mining deposits
c. faulting, folding, volcanoes

3. Many countries in hot, wet regions that were once governed by powerful nations are now:

a. being deserted
b. becoming self-governing nations
c. being colonized by other powerful nations.

4. Select the statement below which you consider to be true.

a. There are three types of deserts: hot-sand, cold and mountain
b. The ocean floor is not being studied for its food and mineral value.
c. Man has been wise about his use of the earth's resources and they are not in danger of pollution.

5. Select the phrase below that does not describe life in a kibbutz.

a. private ownership of property
b. all property owned by the community
c. receive food, clothing, housing, in return for labor

6. What makes the Middle East a troubled area today? Choose the least likely answer from the possibilities listed below.

a. Too many people are leaving Israel to live in other countries.
b. There is much argument between the Arabs and Jews about the ownership of the land.
c. Overcrowded land regions and lack of water.

7. Choose the natural resource that makes the Middle East an area of great importance to the rest of the world.

a. oil
b. good farming land
c. gold

8. Israel is a good example of a young:

a. monarchy
b. democracy
c. communistic state

9. Choose words from the list below to complete the following profiles of Brazil and Nigeria. Indicate only the letters on your answer sheet - DO NOT WRITE ON THE TEST.

a. Portugal
b. Africa
c. Brasilia
d. Coffee
e. England
f. Lagos
g. Palm products
h. South America

	Brazil	Nigeria
(1) Continent where found		
(2) Capital		
(3) First Settled By		
(4) Important Product		

10. In level of economic development Brazil today is like the United States was in:

a. the 1800's
b. the 1700's
c. the 1600's

11. The majority of the people in Brazil are:

a. Mostly native Indian and Arican
b. A mixture of European and Asians like America's "Melting Pot".
c. Mostly Spanish

12. A single, important export crop such as the coffee produced in Brazil is a disadvantage for the country because a drop in the price of the product will:

a. Result in too few dollars coming into the country.
b. Result in too few dollars going out of the country.

13. Identify the following economic systems by placing the letter of your choice next to the system it describes - indicate only the letter on the answer sheet.

a. Capitalism
b. Socialism
c. Communism
d. Fascism

(1) Under this system all power belongs to a single party headed by an absolute dictator. There is little personal freedom in this police state.

(2) Individual persons or private corporations own and control much of a country's resources and products. There is much competition and freedom of choice for the buyer.

(3) All property is held in common. Each person works for the good of all and receives food and goods according to his needs.

(4) Utilities and large industries are controlled by the government. There is democratic control. Small businesses are owned privately.

14. The Free World is anxious about the outcome of the race toward a better standard of living by India and Red China. Select the answers that identify the methods used by these countries.

a. India

(1) Communism
(2) Capitalism and Socialism

b. Red China

(1) Communism
(2) Capitalism and Socialism

15. Below you will find short descriptions of some of the world's major religions. Match each description with the name of the religion appearing on the answer sheet. Indicate only the letter on the answer sheet.

a. The most important and oldest religion in India. Belief in many Gods, reincarnation and Yoga.
b. Founded on the teachings of Siddharta Gautama. Believers follow the Eight Steps to Happiness. Goal is Nirvana or Peace.
c. Based upon the belief in one God. Talmud is the basic book of the law.
d. Based upon the life and teachings of Jesus Christ.
e. Based upon a vision of the prophet Mohammed.

Table 4

Item Analysis Year 9

Students Sampled: 122

Test Item	No. Students Ans. Incorrect	Test Item	No. Students Ans. Incorrect	Test Item	No. Students Ans. Incorrect
1	19	19d	29	42	54
2	52	e	29	43	15
3	14	20e	72	44 (1)	16
4	28	21	53	(2)	16
5	27	22	44	(3)	31
6	32	23	92	(4)	18
7a	19	24	47	(5)	46
b	39	25	62	(6)	29
c	49	26	65	(7)	30
8	73	27	71	(8)	20
9a	27	28	96	(9)	59
d	78	29	28	(10)	18
10a	23	30	48	45	50
b	22	31 (1)	36	46	77
c	24	(2)	35	47 a	11
d	21	32	31	c	27
11	27	33	83	d	30
12 a	27	34 (1)	24	48	15
e	29	(2)	51	49	44
13	27	(3)	45	50	59
14	72	(4)	39	51 b	14
15	63	(5)	49	c	19
16a	62	(6)	59	e	31
b	80	(7)	60	52	31
c	50	(8)	53	53	50
d	70	35	34	54	90
e	67	36	87	55	80
17	70	37 b	60	56	68
18	56	d	50	57 (1)	69
19 a	48	38 d	43	(2)	61
b	46	e	69	(3)	55
c	40	39	54	58	104
		40	63	59	94
		41	21	60	60

SOCIAL STUDIES TEST - YEAR 9

9-1. Which of the following is NOT a major influencing factor on climate and weather?

a. Temperature
b. Precipitation
c. Local vegetation
d. Local topography

9-2. Which of the following would not be an adjustment man has made because of the climatic conditions that affect him?

a. air conditioning
b. greenhouse farming
c. terraced farming
d. irrigation

9-3. From the list of resources below, choose the product which the U.S. has enough of to be self-sufficient.

a. Coal
b. Tin
c. Uranium
d. Rubber

9-4. From the list of geographic factors below, choose the one factor that would LEAST hinder the migration of men.

a. Oceans
b. Mountain ranges
c. Flat plains
d. Tropical Rainforest

9-5. Which was NOT a reason for immigration to the U.S.

a. Desire for political freedom
b. No other areas open to colonization
c. Improved economic opportunities due to favorable climate and abundant resources
d. Desire for religious freedom

9-6. Which of the following is NOT a major way in which water bodies effected the settlement and growth of the U.S.?

a. used as transportation routes
b. used as sources of power
c. most early settlements were located near them
d. periodic flooding hampered settlement

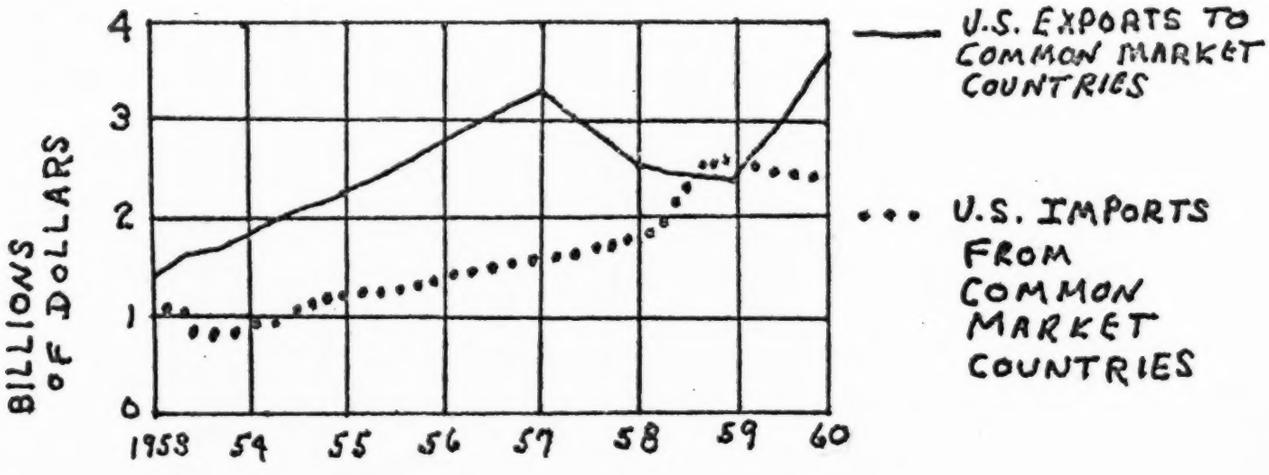
9-7. Match the nation with its major product.

a. Japan	(1) Wool
b. Malaya	(2) Rubber
c. Australia	(3) Electronic instruments
	(4) Bauxite

9-8. Generally, three of the four items listed below will be found on the key of geographical maps. What information will not be found on the key of a geographical map?

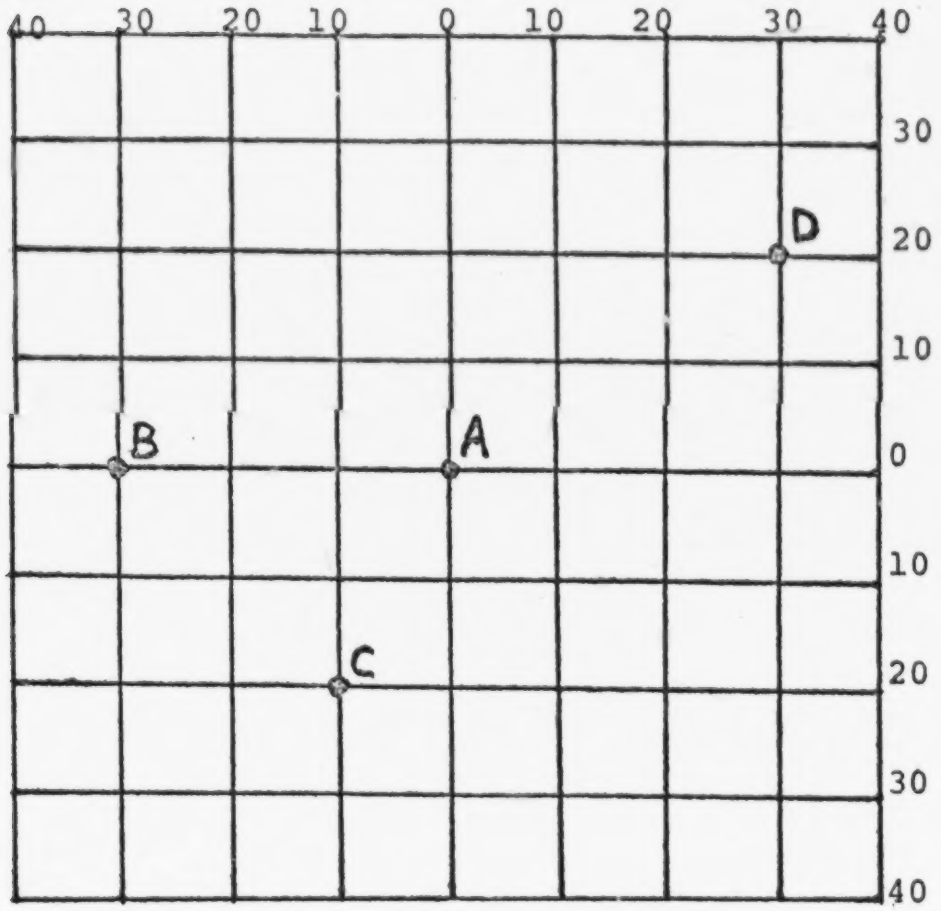
a. Direction (North)
b. The title of the map
c. Scale
d. Longitude and latitude

9-9. Demonstrate your ability to read and interpret graphs by studying the graph below and selecting the two statements that follow which are true.



a. U.S. exports to common market countries in 1960 exceeded 3 billion dollars.
b. U.S. exports to common market countries have declined steadily since 1953.
c. U.S. exports to common market countries exceeded imports from those countries by about 1 million dollars in 1960.
d. U.S. imports from common market countries in 1957 exceeded 3 million dollars.

9-10. Demonstrate your ability to locate points on the earth's grid system by matching the latitude and longitude coordinates with the lettered dots on the grid below.



a. 0°Nx30°W
b. 20°Sx10°W
c. 20°Nx30°E
d. Intersection of Prime Meridian and Equator

9-11. Which of the following is NOT a necessary characteristic of a "Have" Nation?

a. a skilled population
b. highly developed transport facilities
c. abundant natural resources
d. a temperate climate

9-12. From the group of countries listed below, SELECT TWO which are classified as "HAVE NOT" nations.

a. Pakistan
b. Sweden
c. Soviet Union(USSR)
d. France
e. Ghana
f. Japan

9-13 Which of the following statements about the citizen's relationship to his government is NOT true in a democracy.

a. A well informed citizenry is vital if the government is to remain truely democratic.
b. As a citizen's privleges increase, so do his responsibilities.
c. Citizen apathy tends to decrease the democratic nature of the government.
d. Once a law is passed, the citizen should cease to question it if he thinks it is unjust.

9-14 Which of the following is NOT a way in which most citizens influence governmental processes.

a. Voting for the representatives who best carry out the citizens wishes.
b. Voting on national laws and constitutional amendments
c. Supporting political parties and pressure group lobbying
d. Through the power of expressed public opinion.

9-15 Which of the following would offer the greatest effect on your Congressman?

a. Writing a letter expressing your views
b. Complaining about conditions to your friends
c. Being registered to vote
d. Actively lobbying as a part of a large pressure group

9-16 The following is a list of changes that have taken place in our governmental system in reaction to public demand. Match the change with the way it was implemented.

a. Women given right to vote	(1) Included in Bill of Rights
b. Citizens rights to due process of law established	(2) Established by National law
c. Citizens rights to freedom of speech and press	(3) Included in Articles of original Constitution
d. Establishing bi-cameral national legislature	(4) Established by Amendment to Constitution (11 to 25)
e, Establishing Social Security System	

9-17 Which of the following changes in our governmental system in reaction to public demand was NOT implemented by a constitutional amendment?

a. Slavery abolished
b. Citizens given right to elect senators directly
c. Citizens given right to elect Supreme Court Justices
d. Equal protection under the law for all citizens

9-18 Which of the following is NOT a currently proposed or recently enacted change in our governmental system?

a. Give 18 year-olds right to vote
b. Give national government control over interstate commerce
c. Reform electoral college
d. Change seniority system in Congress

9-19 Match the following governmental terms with their definitions.

a. Separation of powers	(1) Constitution immediately after American Revolution
b. Articles of Confederation	(2) Established of 3 Branches of government
c. Political parties	(3) Influences governmental policy by lobbying
d. Bill of Rights	(4) Established several levels of government
e. Pressure Groups	(5) First 10 amendments to the Constitution
	(6) Influences Governmental policy by electing officials to public office

9-20 Which is not true of our major (Republican and Democratic) political parties?

a. Their philosophies tend to change to conform to public opinion.
b. When minor parties programs gain sufficient public support, the major parties absorb the minor parties' programs.
c. They are not influenced by pressure group lobbying.
d. They usually include members from all geographic regions and socio-economic classes.

9-21 Which is not true of the role of political parties in our governmental system?

a. Throughout our history we've mostly had a two party system.
b. They are a vehicle for changing governmental policy through elections.
c. Independent (non-party) cnadidates are elected as often as party candidates.
d. The parties are like private clubs in that they establish their own organization and procedures outside the control of governmental agencies.

9-22 Which of the following statments about Pennsylvania is false?

a. Penn's Quaker-inspired toleration attracted a cosmopolitan population.
b. The mixture of talents brought to Pennsylvania by its cosmopolitan population made the state one of the most prosperous in the U.S.
c. Pennsylvania was rich in a variety of natural resources.
d. Pennsylvania's lack of good transportation facilities hindered its economic development.

9-23 Which of the following groups did NOT settle in Pennsylvania before the coming of William Penn?

a. Irish
b. Swedes
c. Dutch
d. Finns

9-24 Which of the following groups did NOT make major contributions to colonial Pennsylvania's growth?

a. Welsh
b. Jewish
c. Scandinavians
d. Latins and Spanish

9-25 Which of the following is NOT a contribution of the Quakers to Pennsylvania's growth?

a. Early exploration
b. Establishing democratic government
c. Establishing religious toleration
d. Creation of tolerant atmosphere which attracted a cosmopolitan population

9-26 Which of the following is NOT a major contribution of the Germans to Pennsylvania's growth?

a. Religious diversity and toleration
b. Farming
c. Mining
d. Folk art

9-27 Which of the following is NOT a contribution of the Scotch-Irish to Pennsylvania's growth?

a. Pioneered frontier
b. Military leadership
c. Merchants
d. Belief in democracy

9-28 Which of the following is not a major contribution of the Irish to America's growth?

a. Transportation workers
b. Miners
c. Farmers
d. Politics

9-29 Which of the following is NOT a major contribution of Blacks to America's growth?

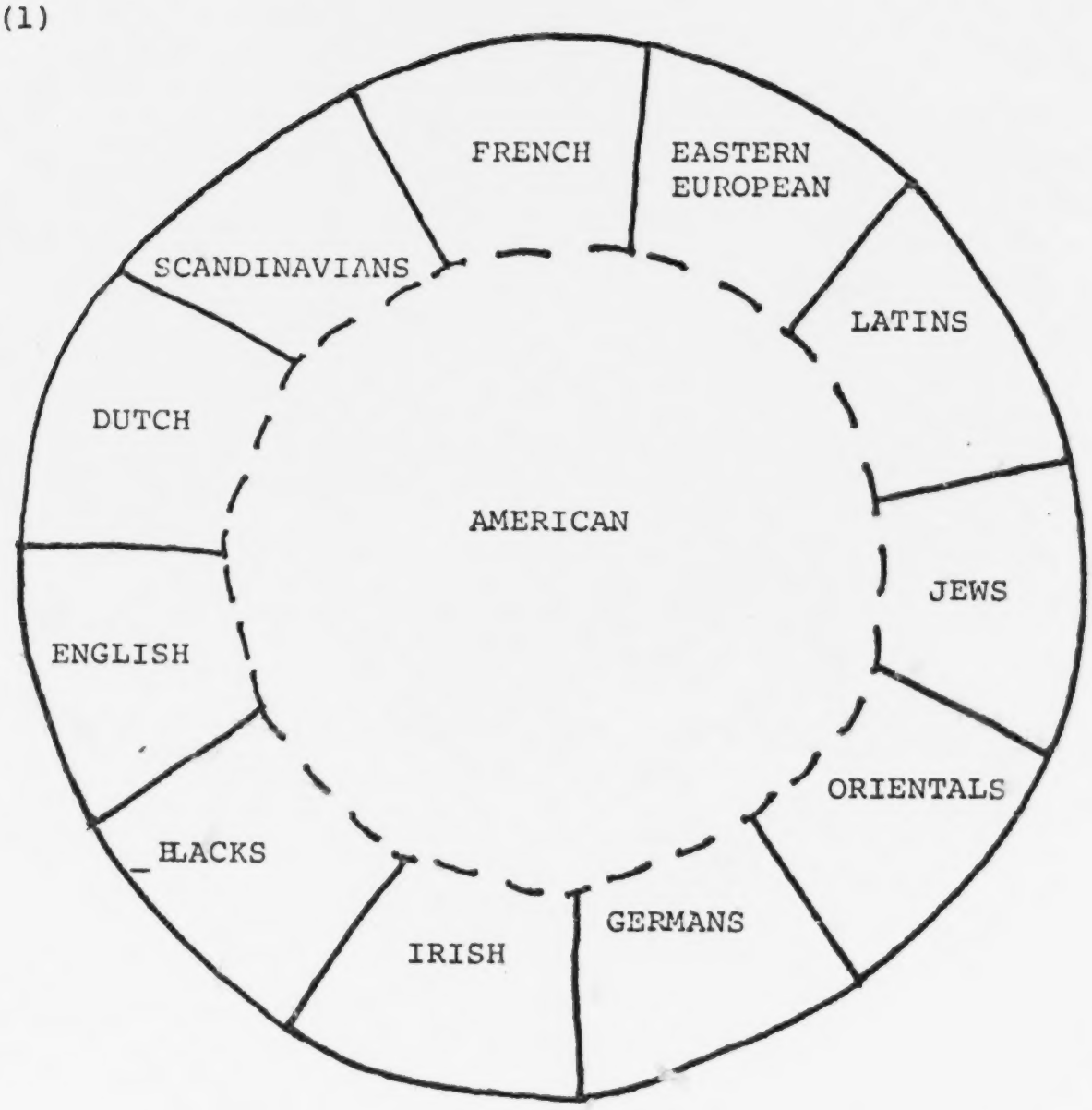
a. Entertainers
b. Industrial workers
c. Explorers
d. Farmers

9-30 Which of the following is NOT a major contribution of the Jews to America's growth?

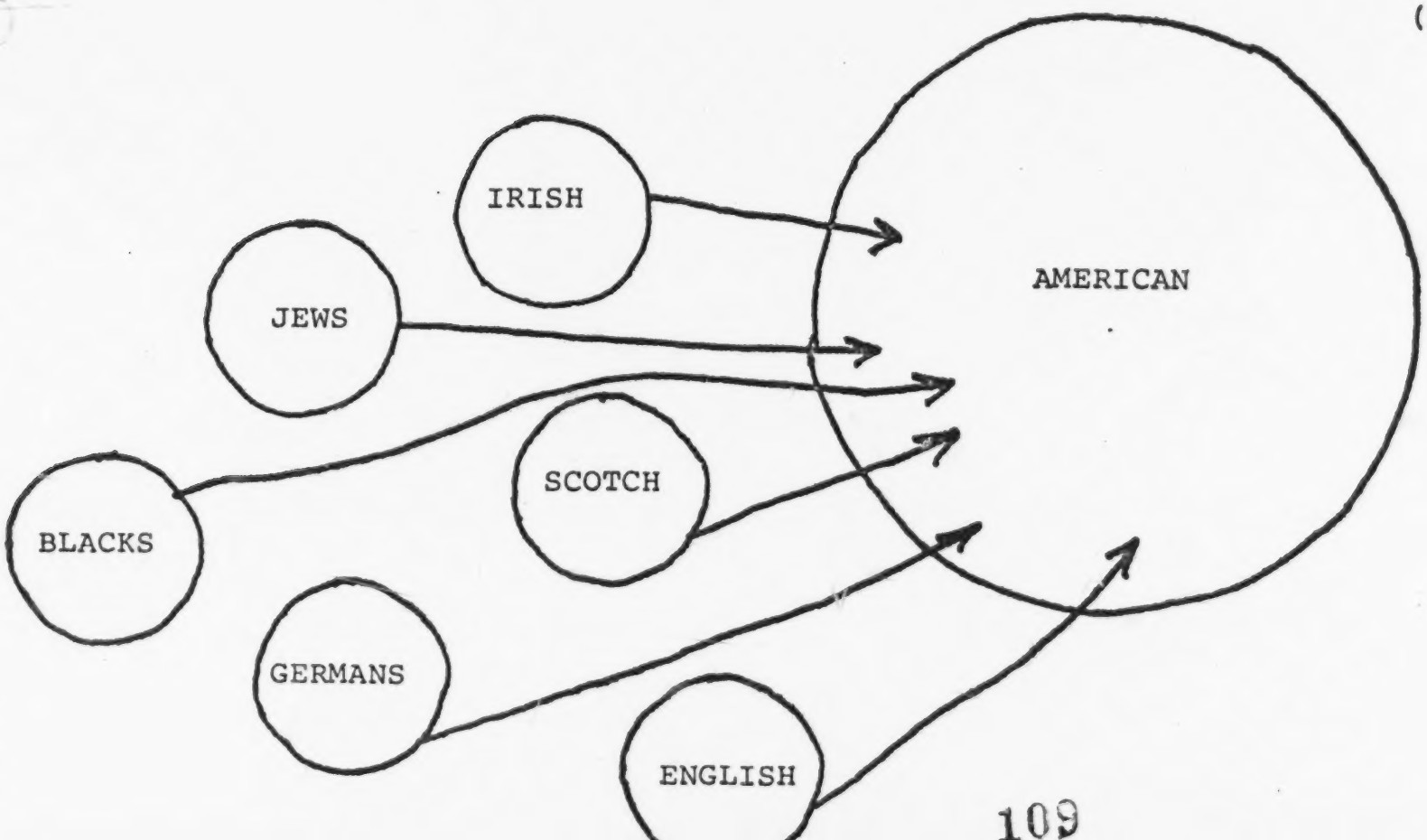
a. Merchants
b. Finance and Banking
c. Religious and political toleration
d. Farming

9-31 Below are two schematic diagrams, one illustrating the Melting Pot Theory and the other the Cultural Pluralism Theory, study them and then Label the one illustrating the Melting Pot Theory "A" and the one illustrating the Cultural Pluralism Theory "B".

(1)


FRENCH
EASTERN EUROPEAN
SCANDINAVIANS
LATINS
DUTCH
AMERICAN
JEWS
ENGLISH
ORIENTALS
BLACKS
IRISH
GERMANS

(2)


IRISH
JEWS
AMERICAN
SCOTCH
BLACKS
GERMANS
ENGLISH

9-32 Nationalism may best be defined as:

a. a feeling of unity within a country
b. a desire to rule over other people
c. a respect for law and order
d. a desire for a democratic form of government

9-33 Often a nation needs help in order to raise the standard of living of its people. Three of the following organizations or groups help in this matter. Choose the one that does not.

a. Organization of American States
b. Alliance for Progress
c. North Atlantic Treaty Organization
d. World Bank

9-34 The following is a list of characteristics of economic systems. Demonstrate your knowledge of the major economic systems by matching the system with the statements that describe it.

a. Capitalism
b. Socialism
c. Communism

(1) No freedom to change jobs or bargain for wages.
(2) Only main industries under government control.
(3) Full employment assured by government assignment of jobs.
(4) Competition encouraged by free enterprise system.
(5) The protection of private property is guaranteed best.
(6) Pure form rarely found in actual practice.
(7) Fewest governmental controls on business tends most to laisse-faire policies.
(8) Profit motive has greatest influence on business activities.

9-35 Which of the following is not an advantage offered to consumers by competion?

a. Lower prices for products
b. Variety of products
c. Improved quality of products thru research
d. Monopolies make most efficient use of resources

9-36 Which of the statements below is not an advantage of corporations?

a. The life of the corporation is indefinite.
b. Because it offers stock to the public, it can raise large amounts of money.
c. Corporations do not have to pay high taxes.
d. Stockholders have limited liability.

9-37 Which two of the statements below IS true of business cycles as we know them today?

a. Once started, a business cycle must go through all four phases.
b. A business cycle can be used to measure business conditions in our country.
c. Business cycles are all at least ten years in length.
d. It is unlikely that business cycles will ever be eliminated under our present economic system.
e. The ups and downs of a business cycle will always be sharp.

9-38 Which of the following are NOT characteristics of a period of prosperity?

a. Rising profits for industries
b. Companies expand facilities and operations
c. High employment
d. Wages get lower
e. The stock market gets lower
f. It's harder to get credit (buy on credit)

9-39 Which of the following people would be hurt the most by a period of inflation?

a. debtors
b. creditors
c. people living on fixed incomes such as social security or welfare
d. people wishing to obtain credit

9-40 Each of the following encouraged the growth of American Industry, except:

a. an attempt to make each person's work more interesting
b. an abundance of natural resources
c. the elimination of tariffs on products sent between states
d. the Industrial Revolution

9-41 Which is not part of the industrial system of producing goods?

a. Mass production
b. Use of assembly line
c. Use of standardized parts
d. Each item is totally produced by one worker

9-42 Which of the following was NOT an important factor contributing to America's industrial growth?

a. Skilled population
b. Rich natural resources
c. Corporation system of business organization
d. Factors of production were centralized

9-43 American industries are interdependent. Which of the following is NOT a subsidiary industry to the automobile industry?

a. Steel
b. Lumber
c. Rubber
d. Glass

9-44 The following is a list of changes that took place in American society and culture because of industrialization You are to decide if the overall change from 1800 to today was a growth (A) or a decline (B).

A. Grew or increased
B. Declined or decreased

1. Urbanization
2. Standard of living
3. Physical mobility of population
4. Number of farms and farmers
5. Size of farms and farm production
6. Total reserve of natural resources
7. Socio-economic mobility of population
8. Hours in working day
9. Immigration
10. Amount of formal education needed

9-45 Which of the following is NOT a demographic change caused by industrialization?

a. Urbanization
b. Megalopolization
c. Decrease in Immigration
d. Total population increased

9-46 Which of the following terms for technological changes best describes a computer?

a. Mechanization
b. Automation
c. Cybernation
d. Megalopolization

9-47 Which 3 of the 5 areas outlined on the map below will most likely develop into a megalopolis? Put the letters on the answer sheet.

9-48 Which of the following jobs have declined the most since 1900 due to technological unemployment?

a. Blacksmith
b. Construction worker
c. Teacher
d. Scientist

9-49 Which of the following jobs is most likely to decline from 1970 to 2000 due to technological unemployment?

a. Social worker
b. Urban planning engineer
c. Filing clerk
d. Pilot

9-50 Which of the following statements projecting life in the year 2000 seems LEAST LIKELY based on developments so far?

a. Megalopolization will continue
b. Nations will become more and more self-sufficient
c. Transportation facilities will improve
d. Life-long reeducation and retraining will be needed

9-51 On the answer sheet, put the letter of those statements below which are prejudices that can hurt OTHER people.

a. I don't like carrots
b. If people of another race or religion moved next door to me, I'd want to move.
c. All rich people are snobs.
d. Our neighbors, own a Cadillac, and we would like to have one.
e. I would not sit next to someone whose race or color was different from mine.
f. I would like to replace my boss by going to night school to gain necessary experience and background.

9-52 Persons who wish to make progress slowly and gradually are called:

a. Communists
b. Liberals
c. Radicals
d. Conservative

9-53 Which of the following is considered a left-winger?

a. Conservative
b. Moderate
c. Radical
d. Reactionary

9-54 Which of the following nations did not have nationalism movements inspired by our successfully gaining our independence?

a. Peru
b. France
c. Spain
d. Mexico

9-55 Which nation did not have a "Peaceful Revolution" which resulted in its independence?

a. Mexico
b. Canada
c. Brazil
d. India

9-56 Which is NOT a problem of a new nation which both the U.S. and today's emerging nations faced or are facing?

a. Gaining international respect
b. Establishing internal unity
c. Stabilizing a national economy
d. Preventing the spread of imperialism within the new nation

9-57 Match the term with its definition.

a. Imperialism
b. Chauvinism
c. Nationalism

1. Over-enthusiastic patriotism leading to the belief that one's country is the best in every phase of life.
2. Desire for independence and self-determination by a group unified by a combination of geographic, cultural, and political factors.
3. Expansion of a country's influence outside its borders often resulting in the establishment of colonies.

9-58 Which part of the U.S. was not added as a result of our manifest destiny spirit?

a. Florida Territory
b. Oregon Territory
c. Mexican Cession
d. Louisiana Territory

9-59 The United States gained full worldwide acceptance as an independent nation after:

a. The American Revolution
b. The Declaration of Independence
c. The Civil War
d. The War of 1812

9-60 Which statement is generally NOT true about nationalism?

a. It stimulates national unity.
b. It can be both a cause of and a reaction to imperialism.
c. It can lead to ethno-centricism and prejudice against other nations.
d. It is not very common today.

Table 5

Item Analysis Year 12

Student Sampled: 120

Test Item	No. Students Ans. Correct	Test Item	No. Students Ans. Correct
1	36		
2	32	26	64
3	68	27	38
4	77	28	91
5	18	29	22
6	80	30	36
7	65	31	13
8	37	32	27
9	69	33	44
10	18	34	28
11	78	35	30
12	11	36	29
13	30	37	38
14	30	38	26
15	80	39	47
16	103	40 (1)	33
17	78	(2)	53
18	57	(3)	57
19	71	(4)	19
20	71	(5)	22
21	40	41	44 Korea
22	51	42	22 Vietnam
23	83	43	33 Japan
24	58	44	12 Red China
25	48	45	60 Indonesia
		46	29 Taiwan

12-1 Fascism easily took over both Germany and Italy between the two World Wars largely as a result of the presence of certain political and economic factors existing in both countries. Which of the following statements best describes pre-fascist Germany and Italy?

A. The existing government was weak, corrupt and inefficient; consequently, the economy was marked with unemployment, depression and lack of consumer goods.
B. Absolute monarchy was in existence with a weakened monarch and a feudalistic economy.
C. A militaristic government had ruled for a relatively brief time, but had little concern for the wishes of the people and was overthrown.
D. The existing governments had been popular, but were overwhelmed by the onslaught of powerful fascist armies.

12-2 The single MOST significant reason for the present tremendous population increases in many countries around the world is:

A. the average family's income has increased tremendously.
B. adequate food supplies have been made available.
C. Five-year plans for development are being achieved.
D. epidemics are being controlled.

12-3 Why was it nearly 125 years from the beginning of the Industrial Revolution in the U.S. and the Wright Brothers first successful flight in 1903?

A. No one had thought of air travel before about 1890.
B. Some materials and skills necessary for the aircraft were not available.
C. Americans were too busy settling the U.S. and developing its resources that they had little time to spend on inventions.
D. There was not enough capital available for developing air transportation before 1890.

12-4 Although the U.S. and USSR practice essentially two different governmental ideologies, we can find some theoretical similarities. Which of the following is not a true statement relating to these similarities?

A. In both governments a bi-cameral legislature is established in the Constitution.
B. Election to the Supreme Soviet of the USSR and to the Congress of the US is assigned to the people.
C. Both constitutions, establish levels of government below the national government.
D. The President of the US and the President of the USSR are the highest ranking officials of their respective countries.

12-5 Why did Confucius seek to strengthen the family?
A. to help people reach Heaven.
B. to improve the economy.
C. to bring order to the society.
D. to keep foreigners out of China.

12-6 A serious weakness of the United Nations was its failure to:
A. provide machinery to remove basic causes for war.
B. enroll a majority of the nations as U.N. members.
C. establish any machinery to settle international disputes peacefully.
D. do anything to promote better international understanding.

12-7 Traditionally the United States government has imposed taxation for a variety of reasons. Which of the following is not a reason that has been offered for taxation?
A. To reduce consumer spending in an effort to "slow down" the economy.
B. To redistribute income in order to attempt to "spread the wealth" over a greater portion of the population.
C. To insure the necessary funds to provide for the machinery of government.
D. To give the government knowledge of how much money is being circulated in the economy at any given time.

12-8 The following set of circumstances describes what economic system?

> An economy that discourages free enterprise and advocates ownership by the state. Private ownership is discouraged. Government regulation is the predominant characteristic.

A. Capitalism
B. Laissez-faire
C. Imperialism
D. Socialism

12-9 Reverend Thomas Robert Malthus of England in 1798 was among the first to express concern for the pressures of population on food supply. Which of the following statements contradicts this now-famous theory?
A. the great mass of people in the world will suffer misery as a necessary consequence of too many people and too little land to provide for them.
B. Much of the world's land remains unused; therefore, the solution to the pressure of population lies in the increased use of this uncultivated land.
C. Population increases geometrically (2,4,8,16,32) and food supplies increase arithmetically (1,2,3,4).
D. Famine, disease and war provide natural checks that act to control population growth.

12-10 Which of the following was not included among the aims of the New Deal of the 1930's?

A. To promote economic recovery.
B. To provide relief for the needy.
C. To make America a socialist state.
D. To establish social and economic reforms.

12-11 The political party is practically a universal phenomenon; however, the role or roles of parties will vary according to the number of parties in any given system. Which of the following statements best describes one or two party political systems?

A. Elections are not held in a one party system.
B. The two party system is usually created by law and allows little opportunity for creation of additional parties.
C. One party systems are always found in totalitarian states.
D. The two party system allows the voter a clear-cut choice of ideologies.

12-12 Which of the following was NOT a "pillar of traditional Chinese society"?

A. the feeling that China was the center of the world.
B. an agricultural way of life for the masses.
C. a dedication to using technology to overpower nature and the environment around you.
D. the ethical and political teachings of Confucius.

12-13 In order to help China develop faster, the Communists decided it was necessary to:

A. invite capitalistic businessmen.
B. breakdown the traditional Chinese family structure.
C. emphasize traditional Chinese religions.
D. stress the production of luxury items such as expensive clothes and kitchen gadgets.

12-14 We are all products of a highly industrialized society. Cultures which today contain many characteristics of a traditional society include India, New Guinea, and many of the countries in the Middle East, Africa, and South America. Which of the following is NOT a characteristic of a traditional society?

A. Allegiance to the family and clan or tribe is greater than is allegiance to the nation as a whole.
B. A comprehensive transportation network is absent.
C. Most of the workers are classified as unskilled.
D. There is evidence of a high degree of literacy.

12-15 Even though the population growth rate is a global problem, it is generally agreed that it is a serious problem in all but which of the following areas?

A. Europe
B. Asia
C. Africa

12-16 One of the fundamental concepts of economies is the law of supply and demand. Usually supply and demand are represented by a graph consisting of two lines, the supply curve and the demand curve. What is the theoretical significance of the intersection of these two curves?

A. The intersection indicates the current standard of living.
B. The intersection indicates the price of a good or service.
C. The intersection indicates the point of diminishing returns.
D. The intersection indicates the wage to be paid for a good or service.

12-17 At times it is necessary for government to arbitrarily affect the economy by introducing certain regulations. Which of the following might the U.S. government do to control inflation?

A. Raise taxes on individuals and business.
B. Establish a minimum wage for labor.
C. Increase government spending.
D. Lower the interest rate on U.S. Savings Bonds.

12-18 The Industrial Revolution changed the role of workers by:

A. demanding skills which most of them did not possess.
B. restricting the movement of people within the country.
C. steadily decreasing the number of job opportunities for workers.
D. Rapidly lowering the standard of living for most of the workers.

12-19 If the following topics were rearranged to make an outline, which one would you use for the principal heading?

A. The development of American Industries.
B. Abundance of American resources.
C. Increase in American population.
D. Increase in Agricultural productivity.

12-20 Read the following paragraphs and then select the cultural value listed below which was the most important force behind the goals being described.

"From the beginning the colonists tended to ignore many British laws and to formulate a new social and political order. The social classes of the colonies differed from England in that there was no real aristocracy with titles of nobility and special privileges. There was a larger middle class and a general belief that hard work was a means to getting ahead."

"In politics, the colonists resisted and disobeyed many of the laws passed by the British Parliament. Representative assemblies had been established and the colonists believed that those assemblies should enjoy exclusive governing rights over the colonies."

12-20 (Cont)
Cultural Values
A. The fundamental goodness of man.
B. The individual's right to revolt against oppression.
C. The belief in the equality of man.
D. The belief that man must always be a rebel.

12-21 A significant effect of the Industrial Revolution upon American agriculture was:
A. a sizeable reduction in farm acreage under cultivation.
B. The loss of a world market for farm products.
C. The increased dependence of the farmer upon other economic groups.
D. A decrease in the variety of farm products produced.

12-22 Which of the following would be most difficult to prove true or false?
A. Labor strikes sometimes occur during good times.
B. Control by the federal government hampers the development of business.
C. Saving accounts in national banks are automatically insured.
D. The Post Office Department usually operates on a deficit.

12-23 Any political speech is based on facts and assumptions. Read the following speech delivered by Patrick Henry to the Virginia convention and from the selections following it determine which is a known fact to the listeners in 1775?

"The battle sir, is not to the strong alone; it is to the vigilant, the active, the brave. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery. Our chains are forged. Their clanking may be heard upon the plains of Boston. The war is inevitable and let it come! I repeat, sir, let it come."

A. The vigilant, active and brave will win.
B. Retreat is impossible.
C. The War will come.
D. None of the above.

12-24 It is generally agreed that if a multi-nation organization is to be effective, membership must include most major world powers. From the following list select the organization that most dramatically proved that the absence of such powers weakened the organization's effectiveness.
A. United Nations.
B. North Atlantic Treaty Organization.
C. League of Nations.
D. Southeast Asia Treaty Organization.

12-25 Which of the following is the BEST over-all indicator of the general standard of living for the masses of a particular country?
A. life expectancy
B. birth rate
C. country's land area
D. population density

12-26 Capital along with natural resources, labor, management and government is considered an important factor in production. Select from the following statements the one that best describes capital.
A. Once established, capital maintains its value.
B. Capital is the result of savings.
C. Decreasing capital goods is the best way to increase production of consumer goods.
D. Production can exist without capital.

12-27 Japan has been able to successfully compete with other countries in the world because:
A. Japan has an abundant supply of vital resources such as natural gas and petroleum.
B. Government regulation is practically non-existent.
C. Japan finds that it does not need a large supply of imports.
D. Japan has a great human resource pool.

12-28 Of the following manufacturing techniques, which requires the other for its efficient functioning?
A. The principle of interchangeable parts
B. Division of labor
C. The Mass production of goods
D. Assembly line techniques

12-29 After the Articles of Confederation were rejected because too little power was given to the newly-formed national government, the delegates to the Philadelphia Constitutional Convention were faced with two alternatives. The Virginia Plan argued for strong national government; the New Jersey Plan emphasized states' rights. The result was that the delegates settled on a plan that proved satisfactory to both camps. What inference may be drawn from the above sequence of events.
A. Americans are great compromisers.
B. Compromise is not the ideal way to settle disputes.
C. The delegates to the convention were unusually reasonable men.
D. Compromise is sometimes the best way to settle disputes.

12-30 Although the specific reasons for underdevelopment in various countries of the world are quite complex and varied, it seems apparent that which of the following is a dominant characteristic of most underdeveloped countries?

A. Most are vast deserts, where it is hard to earn a living.
B. most are located in the temperate zones of the world.
C. most are strategically located on heavily travelled transportation routes.
D. most are characterized by isolation from other cultural contacts.

12-31 Which is NOT a characteristic of the caste system in India?

A. Marriages restricted to members of the same caste.
B. Equality of opportunity is promoted.
C. One's duties in society are determined.
D. An attitude of unquestioning acceptance of present conditions is perpetuated.

12-32 Which of the following is the MOST accurate description of culture?

A. Culture consists of all those "refined activities" of a society such as plays and concerts.
B. Culture consists of learned behavior patterns, many of which may be totally or only partially consciously known to the learner.
C. Culture can easily be determined according to linguistic lines: those people speaking the same language share the same culture.
D. Culture is innate and is passed genetically from one generation to the next.

12-33 Select the statement which BEST completes the following statement. The various civilizations of the world have developed distinctive cultural patterns primarily as a result of:

A. major conflicts between the world's major religions.
B. Locally suitable solutions to the common human problems of providing food and shelter.
C. the difference in ideologies between the Communist World and the Free World.
D. different mental capacities and capabilites among the various cultural groups.

12-34 "No man is an island entire of itself....Every man is a piece of the continent, a part of the main. "
The above excerpt from the famous passage by John Donne is an example of:

A. cultural isolation
B. ethnocentrism
C. cultural interdependence
D. imperialism

12-35 Which of the following statements BEST characterizes an ethnocentric attitude?

A. China's feeling of cultural superiority.
B. A Hindu's flexibility concerning what the concept of God for others should be.
C. The willingness of an immigrant to the U.S. to learn American English.
D. The desire of an African to raise his standard of living.

12-36 Almost without exception, today's areas of very dense population concentration follow the same pattern established by the first permanent human civilizations back in the years 3,000 - 2,000 B.C. Which of the following statements provides the MOST accurate description of the distinctive factor characteristic to both the earliest ancient civilizations and the areas of densest population concentration of modern civilizations?

A. Protected mountainous areas are selected as sites for large permanent settlements.
B. Dense population patterns tend to develop on strategically located islands.
C. Locations close to dependable rivers are usually favored.
D. The bulk of the population concentrates on the land least useful for agricultural purposes.

12-37 Which one of the following statements BEST explains the reason for China's lack of industrial development until the very recent past:

A. The absence of a stable family structure.
B. Lack of natural resources such as iron deposits and tillable soil.
C. Cultural and religious beliefs concerning man's relationship with nature.
D. Communications problems caused by the Chinese language.

12-38 Nirvana is a difficult concept for Westerners to grasp because:

A. you have to be born into a Buddhist family to really be able to understand it.
B. you must rid yourself of all earthly desires.
C. you must travel to a Buddhist country every so often as part of "right conduct."
D. you must practice ancestor worship

12-39 The earliest forms of religion consisted of:

A. worship of those powerful elements in nature which were not completely understood.
B. religious communities organized around a temple or church.
C. use of highly abstract symbols representing deep religious concepts.
D. all of the above.

12-40 Each of the following statements describes a principle of either communism, democracy or fascism. If the statement refers to communism, indicate with the letter "A". If the statement refers to democracy, indicate with the letter "B". If the statement refers to fascism, indicate with the letter "C".

Key
Communism - A, Democracy - B, Fascism - C

____ 1. An ideology based on the doctrines of Karl Marx.

____ 2. Characterized by extreme nationalism, holding that the glorification of the national state is the main function of government.

____ 3. Theoretically, all industry and other means of production should belong to the workers jointly, and should be operated for their collective benefit.

____ 4. A term coined by Benito Mussolini for the revolutionary government he established in Italy.

____ 5. Strives to incorporate various interest groups in formulation of policy.

12-41 Indicate which number on the map corresponds with the following countries.

Korea
Vietnam
Japan
Red China
Indonesia
Taiwan

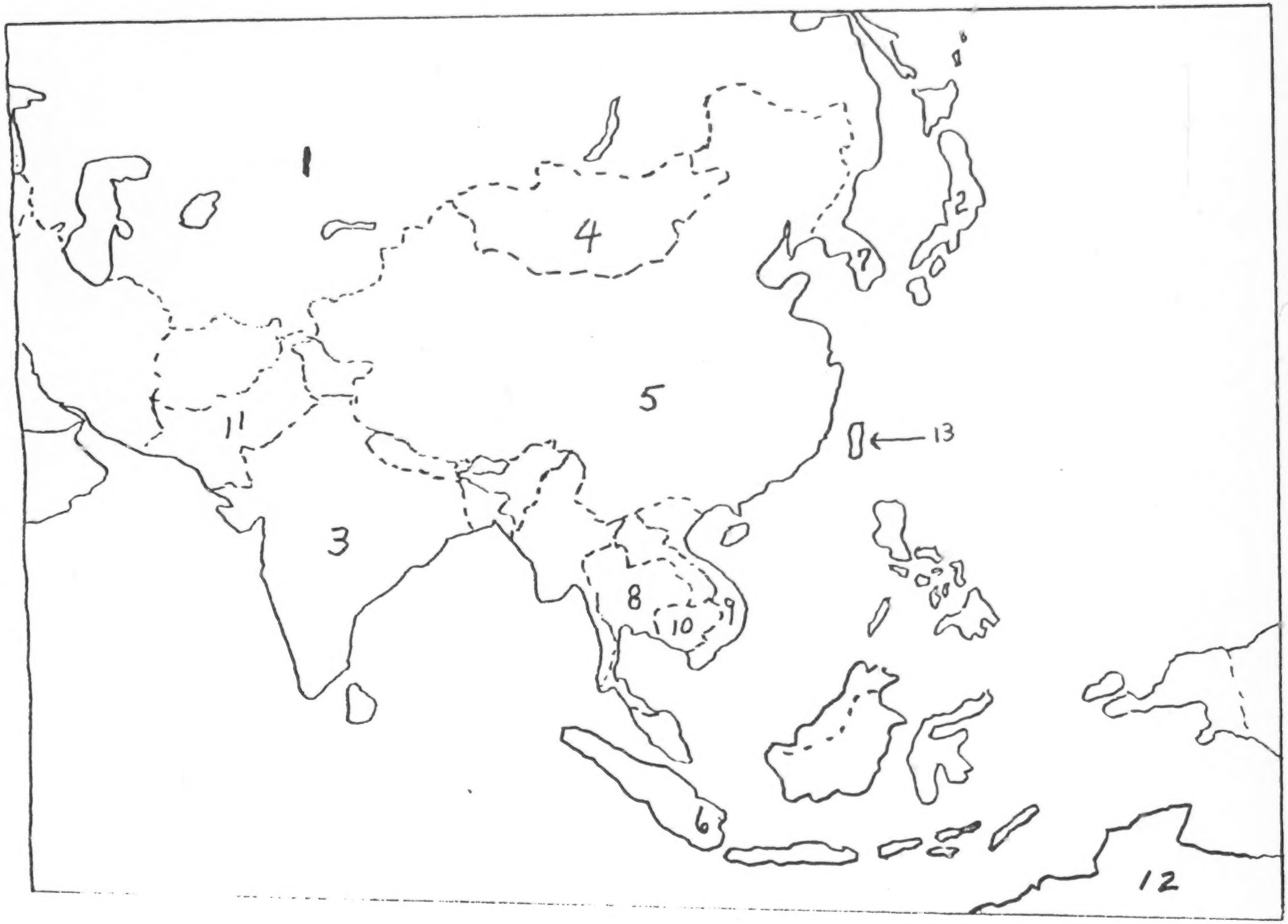

1
2
3
4
5
6
7
8
9
10
11
12
13

Table 6

Item Analysis - American History Test

Students Sampled: 129

Test Item	No. Students Ans. Incorrect	Test Item	No. Students Ans. Incorrect
1	8	36	99
2	44	37	54
3	35	38	86
4	49	39	67
5	70	40	94
6	58	41	80
7	75	42	59
8	33	43	101
9	100	44	69
10	28	45	80
11	32	46	62
12	69	47	47
13	56	48	84
14	36	49	78
15	71	50	105
16	46	51	62
17	79	52	48
18	88	53	70
19	50	54	95
20	109	55	92
21	68	56	97
22	64	57	87
23	23	58	55
24	59	59	77
25	11	60	110
26	104	61	93
27	107	62	65
28	43	63	86
29	22	64	82
30	68	65	94
31	35	66	84
32	42	67	106
33	91	68	95
34	59	69	69
35	52	70	93

Table 7 below is taken from the Cooperative Social Studies Tests Handbook; it shows a classification of the test items according to the content of the question and the thinking skills the question is designed to elicit. The categories are somewhat different from those used by Bloom, and issue might be taken with classifying "Understanding" as a skill, indeed, the term needs to be clearly defined.

Table 7

Subject Matter	Skill: Remembering	Understanding	Analyzing
Relations with other Nations and People	5,6,50,53	3,7,8,9,13,24, 33,48,49,64,70	54
Government and Politics	11,21,23,29, 34,35,36,47,63	4,26,43,56,61, 62,65	37,38,40, 60
Economic Development	20,25,28,42	1,2,10,22,27, 30,44,46,52	15,16,17, 18,19,39, 58,59
Social and Cultural Developments	41,57,66,67 68	32,45,51,55	12,14,31, 69

The following is a breakdown by category of those questions answered incorrectly by half of the students sampled.

Remembering - 12 questions (5,20,21,36,41,50,53,57, 63,66,67,68)

Understanding - 20 questions (7,9,22,26,27,30,33,43,44, 45,46,48,49,55,56,61,62, 64,65,70)

Analyzing - 11 questions (12,15,17,18,38,39,40,54, 59,60,69)

A copy of the American History test is not included here so that the test can be used again next year. Copies are available, however, in the department chairman's office.

APPENDIX III

Distribution of Raw Scores

Table 8

Year 2

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
21	3	27	14	33	38
22	8	28	13	34	26
23	8	29	17	35	46
24	3	30	26	36	33
25	8	31	31	37	31
26	14	32	15	38	26
				39	19
				40	10

Table 9

Year 4

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
12	1	28	8	44	17
13	0	29	13	45	14
14	1	30	5	46	13
15	0	31	9	47	22
16	2	32	10	48	16
17	2	33	17	49	21
18	2	34	13	50	12
19	2	35	16	51	8
20	2	36	14	52	3
21	3	37	18	53	12
22	2	38	13	54	12
23	3	39	18	55	3
24	9	40	16	56	6
25	3	41	18	57	2
26	5	42	17	58	2
27	6	43	17	59	3

Table 10

Year 6

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
10	1	27	7	44	19
11	0	28	6	45	18
12	0	29	8	46	8
13	2	30	8	47	20
14	0	31	2	48	29
15	1	32	10	49	28
16	1	33	8	50	18
17	0	34	8	51	13
18	2	35	12	52	11
19	2	36	13	53	9
20	1	37	11	54	15
21	2	38	10	55	6
22	2	39	18	56	11
23	2	40	19	57	13
24	2	41	18	58	10
25	3	42	16	59	3
26	4	43	13	60	6
				61	7

Table 11

Year 9

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
22	2	46	6	70	16
23	0	47	8	71	11
24	1	48	7	72	11
25	0	49	12	73	22
26	1	50	11	74	14
27	2	51	11	75	11
28	0	52	5	76	9
29	2	53	11	77	10
30	4	54	13	78	9
31	2	55	8	79	6
32	4	56	6	80	15
33	1	57	13	81	4
34	3	58	9	82	7
35	3	59	16	83	4
36	0	60	16	84	6
37	2	61	11	85	2
38	8	62	12	86	2
39	5	63	16	87	1
40	2	64	14	88	5
41	4	65	14	89	3
42	4	66	9	90	2
43	8	67	11	91	1
44	4	68	6		
45	5	69	12		

Table 12

Year 12

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
9	1	22	16	35	14
10	0	23	9	36	11
11	0	24	3	37	17
12	12	25	10	38	17
13	0	26	19	39	20
14	0	27	4	40	16
15	1	28	11	41	10
16	5	29	17	[illegible]	8
17	5	30	18	43	15
18	8	31	20	44	10
19	7	32	18	45	5
20	6	33	16	46	1
21	10	34	15	47	1

Table 13

American History Test

Raw Score	Frequency	Raw Score	Frequency	Raw Score	Frequency
10	1	28	21	46	3
11	0	29	19	47	2
12	0	30	14	48	6
13	3	31	18	49	2
14	0	32	8	50	2
15	2	33	19	51	1
16	2	34	10	52	7
17	5	35	20	53	1
18	9	36	13	54	2
19	4	37	12	55	1
20	15	38	8	56	1
21	7	39	6	57	1
22	14	40	14	58	2
23	13	41	3	59	1
24	10	42	17	60	0
25	18	43	7	61	1
26	14	44	6		
27	13	45	7		